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A comprehensive & coeducational Lutheran university.

Founded in 1893, Concordia University is located in the Midway neighborhood of Saint Paul, Minnesota. The university operates under the auspices of The Lutheran Church – Missouri Synod, and currently grants the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Business Administration, Bachelor of Fine Arts, Master of Arts, Master of Fine Arts, Master of Science, Master of Business Administration, Educational Specialist, Doctor of Education, and Doctor of Physical Therapy.

Concordia University, St. Paul
1282 Concordia Avenue
St. Paul, MN 55104-5494

Switchboard: (651) 641-8278
Toll Free: (800) 333-4705
Deaf, Hard of Hearing and Speech Impaired Callers: MN Relay 711
Fax: (651) 603-6320

www.csp.edu (http://www.csp.edu)
UNIVERSITY INFORMATION

The Concordia University Board of Regents operates Concordia University as an institution of higher education.

All information in this Academic Catalog was current at the time of publication. However, the information in this catalog does not constitute a contract between Concordia University and the student. The material contained in this catalog is for information only. The university reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice. All questions may be referred to the Office of Academic Affairs. Concordia University, Saint Paul, is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. This school is a business unit of a corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 255 Capitol St. NE, Salem, Oregon, 97310.

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Logo

The Concordia University, Saint Paul logo is in the form of a window symbolizing Christian higher education as a window on life. Framed within the window, a cross emerges, which identifies Christ as the center of life. The asymmetrical window and cross reflect that life is not always logical or consistent, but Christ holds all things together. The four complementary colors represent harmony in diversity and harmony in Christ.

• **Cross:** The cross portrays our mission to educate students in the context of the Christian Gospel. The Good News of Jesus Christ forms the basis of life and education at Concordia.
• **Quill:** The quill is taken from our academic seal and represents our tradition and commitment to academic excellence and the love of learning.
• **Individual:** The individual represents our serving the individual student while encouraging their personal development and responsibility the education process. The outstretched arms imply reaching out to others, openness to community.
• **Globe:** The globe reminds us of our world community and Christ’s command to teach all nations. It also reflects our concern for enlightened care of God’s creation, which is part of our mission statement.

The Concordia Seal

The Concordia University seal was originally designed by Dr. Theodore Buenger for Concordia College in 1895. The Lamp of Learning symbolizes the light of the knowledge of God’s Word illuminating the minds of the students as well as the darkness of the world. The Crossed Quills symbolize the writings of the student and the writings of the great individuals throughout history form which the student learns. The Moccasin Flower symbolizes the State of Minnesota and the beauty of God’s creation. The inscription places learning in the context of the Christian Gospel. Dr. Buenger used the Latin language in keeping with the classical ideals characteristic of our school: In litteris proficere vole, malo diligere Jesum. This may be translated, “I wish to be proficient in academics, but even more I wish to know Jesus.” It is based on Ephesians 3:19: “And to know the love of Christ that surpasses knowledge.”

Mission Statement

The mission of Concordia University, a university of the Lutheran Church — Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God’s creation, all within the context of the Christian Gospel.

This mission is achieved when students pursue programs grounded in the liberal arts and focused on education for vocation in home, workplace, community, and congregation.

Therefore, the university pursues the following purposes:

• To relate human learning and experience to the Christian faith as this faith is confessed within its Lutheran heritage;
• To provide education within the context of a global perspective;
• To structure personalized and integrated learning experiences in which students share with faculty the responsibility for their own intellectual, physical, social, emotional, and spiritual growth;
• To offer a variety of experiences in and out of the classroom designed to assist students in acquiring greater self-understanding, in achieving a growing realization of their abilities and interests, and in investigating options for service in home, workplace, community, and congregation.

Vision Statement

The vision of Concordia University, Saint Paul is to be acknowledged as the leading Lutheran university offering exceptional opportunities for students from all backgrounds who seek relevant career preparation and a challenging academic experience coupled with the insights of Lutheran theology.

The Concordia Promise

Concordia University, St. Paul empowers you to discover and engage your purpose for life, career and service in a dynamic, multicultural, urban environment where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.

What does the Promise Statement Mean?

Concordia University, St. Paul empowers you to:

discover and engage your purpose for life, career, and service

• We believe that a purpose for living is greater than just a job, but is built upon a sense of calling that contributes to a deep level of personal fulfillment in all aspects of life.
• We affirm the notion of vocation, in which God calls and guides individuals throughout their lifetimes.
• We believe that one’s purpose necessarily includes a passion for lifelong learning beyond the attainment of an academic degree.
• We provide resources both within and outside the classroom to help students discover and begin to pursue their purpose.

in a dynamic, multicultural, urban environment
where Christ is honored, all are welcome,

- We honor Jesus as the Christ, whose atoning sacrifice on the cross allowed salvation to occur for all who believe and are baptized.
- We strive to live together in peace, love, and harmony as brothers and sisters in the human family.
- We love all our students regardless of age, race, color, disability, gender, familial status, sexual orientation, religion, national and ethnic origin.
- We conduct worship on our campus in the Christian context, shaped and informed by Lutheran traditions of music and the arts.
- We affirm the biblical teaching of God’s love for all people in Christ, even when we do not live out his perfect intent for any and every part of our lives.

and Lutheran convictions inform intellectual inquiry and academic pursuits.

- We affirm the central biblical teaching that God so loved the world that he gave his only-begotten son, that whoever believes in him shall not perish but have everlasting life.
- We affirm the Bible as the Word of God and the sole rule and norm of all doctrine.
- We affirm the biblical teaching that God’s creative intent is for sexuality to be expressed between one man and one woman in a marriage relationship.
- We aspire for all our students to learn from each other’s religious traditions.
- We regard the academic disciplines as good gifts for understanding how God’s creation works; as such, we pursue them, within the context of the Christian Gospel, through critical thought, lively discussion, and informed action.

Motto

In litteris proficere volo malo diligere Jesum
“I wish to be proficient in academics, but even more I wish to know Jesus.”

College Profile

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<tr>
<td>Undergraduate Instruction Program</td>
<td>Professions focus, some graduate coexistence</td>
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<td>Post-baccalaureate professional (education dominant)</td>
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Undergraduate Profile

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<td>Student Population (full-time equivalent)</td>
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Size and Setting

| Small four-year, primarily residential, urban |

Basic

| Master's Colleges and Universities |
| (larger programs) |

History of the University

Concordia University was founded in 1893 to provide a Christian learning environment for high school students preparing to enter the professional ministries of The Lutheran Church – Missouri Synod. In the ensuing decade, Concordia continued to grow, adding a fourth year of high school and by 1921 had added the freshman and sophomore college years. The change made it possible for Concordia High School students to remain at their high school alma mater to complete their first two years of college work before transferring to a Concordia Senior College where they would finish their studies in the church professions or teaching.

Concordia College admitted its first class of female students in fall 1950 – much to the delight of the young men on campus and to the dismay of coeducational opponents who predicted a significant drop in academic achievement. Despite this new “distraction,” students continued to excel in their studies. Concordia College entered a decade of intense expansion and growth. The college began granting Associate in Arts degrees in 1951 and earned accreditation as a two-year college in 1959.

Concordia College expanded its curriculum in 1962 to include a four-year college degree and awarded its first Bachelor of Arts degrees two years later. By 1967, Concordia had earned accreditation for its four-year liberal arts program, which allowed the college to join the Minnesota Private College Council. At this time, Concordia High School officially separated itself from the college, moved to its suburban location and adopted its new name, Concordia Academy.

Concordia College responded to a growing need for minority teachers in the public schools by forming Metropolitan Teacher Education Program Selection (MTEPS), which enrolled African-American and other under-represented students in a program designed to supplement the curriculum with scholarship support, personal counseling, tutoring as needed, academic planning and similar services. The program was reformed in 1983 as the Southeast Asian Teacher (SEAT) Licensure Program, which serves Hmong and other minority populations in a similar fashion.

A major curricular development in 1985 changed the Minnesota education landscape with the formation of a pioneering program that allowed students to complete their B.A. degree in an accelerated, one course at a time, format. In 1990, an accelerated M.A. program was added.

As Concordia moved into the new millennium, the institution implemented a number of important changes that would reflect the changing needs of the students, the church and the community. Foremost among these was restructuring that enabled Concordia to become a university. In 1997, Concordia College became Concordia University, Saint Paul, and adopted the semester system. CSP became the first private university in Minnesota to compete at the NCAA
Division II level, bidding farewell to the Concordia Comets nickname and introduced a new athletics identity, the Golden Bears.

Concordia University continues to grow to meet the needs of students, the church and the community, while at the same time holding steadfast its historical values and mission.

University Contact Information
This catalog is designed to provide information about Concordia University, its curriculum, its academic policies and procedures, and other matters of interest to students, faculty and staff. Further inquiries may be addressed to the appropriate office at Concordia. Contact information for specific offices, departments, or individual faculty or staff are available on the university website at www.csp.edu (http://www.csp.edu).

Concordia College and University Presidents
Theodore Henry Carl Buenger 1893-1927
Martin A. H. Graebner 1927-1946
Willy August Poehler 1946-1970
Harvey A. Stegemoeller 1971-1975
Gerhardt Wilfred Hyatt 1976-1983
Alan Frederick Harre 1984-1988
John Franklin Johnson 1989-1990
Thomas K. Ries 2011-2019
Brian Friedrich 2020 -present

Academic Affiliates
American Association of Colleges of Teacher Education (AACTE)
Concordia University System (CUS)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Council of Graduate Schools (CGS)
Council of Independent Colleges (CIC)
Higher Learning Commission (HLC)
Midwestern Association of Graduate Schools (MAGS)
Minnesota Association of Colleges of Teacher Education (MACTE)
Minnesota Department of Education (MDE)
Minnesota Office of Higher Education (OHE)
Minnesota Private College Council (MPCC)
National Association for Education of Young Children (NAEYC)
Council for the Accreditation of Educator Preparation (CAEP)
National Council for Family Relations (NCFR)

Academic Calendars

Academic Calendar 2021-2022

Fall Semester 2021
September 1, Wednesday - Welcome Weekend
September 6, Monday  Labor Day

September 7, Tuesday  Last day to add a cohort or SCS first half semester course
September 9, Thursday  First day of classes
September 13, Monday  Last day to add a full semester or first half traditional course
September 20, Monday  Last day to drop a first half semester course without record
October 11, Monday  Last day to withdraw from a first half semester course
October 27, Wednesday  Midterm/end of first half semester courses
November 1, Monday  Last day to withdraw from a full semester course
November 8, Friday  Last day to withdraw from a second half semester course
December 8, Wednesday  Last day of classes
December 14, Tuesday  Last day of classes
December 22, Wednesday  Last day of classes
December 23, 2021, Saturday – January 9, 2022, Sunday  Semester break

Spring Semester 2022
January 9, Sunday  Last day to add a cohort, SCS or traditional first half course
January 10, Monday  Classes begin for all students
January 14, Friday  Last day to drop a first half course without record
January 17, Monday  Martin Luther King day, no classes
January 24, Monday  Last day to add a full semester course or traditional first half course
February 14, Monday  Last day to drop a full semester course without record
March 2, Wednesday  Midterm/end of first half semester courses
April 5, Wednesday  Last day of classes
April 11, Tuesday  Last day of classes
April 19, Wednesday  Last day of classes
April 22, 2022, Saturday – May 1, 2022, Sunday  Semester break
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3, Thursday - March 13, 5, Monday</td>
<td></td>
</tr>
<tr>
<td>March 8, Tuesday</td>
<td>Grades due for first half semester courses</td>
</tr>
<tr>
<td>March 13, Sunday</td>
<td>Last day to add a cohort or SCS course end</td>
</tr>
<tr>
<td>March 14, Monday</td>
<td>Second half semester courses begin</td>
</tr>
<tr>
<td>March 18, Friday</td>
<td>Last day to add a traditional second half course</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a second half semester course without record</td>
</tr>
<tr>
<td>April 3, Sunday</td>
<td>Last day to withdraw from a full semester course</td>
</tr>
<tr>
<td>April 10, Sunday</td>
<td>Last day to withdraw from a second half semester course</td>
</tr>
<tr>
<td>April 14, Thursday - April 18, Monday</td>
<td></td>
</tr>
<tr>
<td>May 4, Wednesday</td>
<td>Classes end</td>
</tr>
<tr>
<td></td>
<td>Residence hall move out day</td>
</tr>
<tr>
<td>May 6, Friday - May 7, Saturday</td>
<td>Commencement ceremonies to be announced</td>
</tr>
<tr>
<td>May 10, Tuesday</td>
<td>Grades due for trad, cohort and SCS courses</td>
</tr>
</tbody>
</table>

**Summer School 2022**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8, Sunday</td>
<td>Last day to add a first half semester course</td>
</tr>
<tr>
<td>May 9, Monday</td>
<td>First half semester courses begin</td>
</tr>
<tr>
<td>May 13, Friday</td>
<td>Last day to drop a first half semester course without record</td>
</tr>
<tr>
<td>May 15, Sunday</td>
<td>Last day to add a full semester course</td>
</tr>
<tr>
<td>May 20, Friday</td>
<td>Last day to drop a full semester course</td>
</tr>
<tr>
<td>May 30, Monday – Memorial Day</td>
<td>Offices closed, no face to face classes (online synchronous courses meet as scheduled)</td>
</tr>
<tr>
<td>June 12, Sunday</td>
<td>Last day to withdraw from a first half semester course</td>
</tr>
<tr>
<td>June 29, Wednesday</td>
<td>First half semester courses end</td>
</tr>
<tr>
<td>June 30, Thursday – July 4, Monday</td>
<td>Holiday break, no classes</td>
</tr>
<tr>
<td>July 4, Monday</td>
<td>Last day to add a second half semester course</td>
</tr>
<tr>
<td>July 5, Tuesday</td>
<td>Second half semester courses begin</td>
</tr>
<tr>
<td></td>
<td>Grades due for first half semester courses</td>
</tr>
<tr>
<td>July 11, Monday</td>
<td>Last day to drop a second half semester course</td>
</tr>
<tr>
<td>August 1, Monday</td>
<td>Last day to withdraw from a full semester course</td>
</tr>
<tr>
<td>August 7, Sunday</td>
<td>Last day to withdraw from a second half semester course</td>
</tr>
</tbody>
</table>

**Accreditation and Enrollment**

**Accreditation**

Concordia University, Saint Paul, is accredited by The Higher Learning Commission (HLC). The University has been accredited since 1959,
with reaffirmation of accreditation in 2018. The next reaffirmation of accreditation is in 2027-28.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
(312) 263-0456 / (800) 621-7440
www.hlcommission.org (https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1387)

Concordia University is a member of the Council for Higher Education Administration (CHEA). A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognized 60 institutional and programmatic accrediting organizations.

To view Concordia’s current accreditation status, click here: CSP Accreditation Status (https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1387).

The following programs hold specialized accreditations and approvals:

**Family Science Programs**
The National Council on Family Relations (NCFR (https://www.ncfr.org/)) has approved Concordia’s undergraduate and graduate programs in Family Science as meeting the Standards and Criteria required for the Provisional Certified Family Life Educator (CFLE) designation. The NCFR provides certification for the profession of family life education. Thus, students who complete the undergraduate or graduate FLE programs are eligible for certification as a Family Life Educator (CFLE).

National Council on Family Relations
1201 West River Parkway, Suite 200
Minneapolis, MN 55454
(888) 781-9331
www.ncfr.org (https://www.ncfr.org/)

**Human Resource Management Programs**
The Human Resource Management programs, at the undergraduate and graduate levels, are aligned with the Society for Human Resource Management (SHRM (https://www.shrm.org/)). Both the undergraduate and graduate programs have been judged by the organization as satisfying the core content guidelines expected by the Society.

Society for Human Resource Management
1800 Duke Street
Alexandria, VA
(800)283-7476
https://www.shrm.org/

**Nursing Programs**
The baccalaureate degree in nursing at Concordia University, St. Paul is accredited by the Commission on Collegiate Nursing Education (CCNE (http://www.aacnnursing.org/CCNE/)). The status will be reviewed in 2021. http://www.aacnnursing.org/CCNE (http://www.aacnnursing.org/CCNE/)

**Orthotics and Prosthetics Program**
The master of science in Orthotics and Prosthetics is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (http://www.caahep.org/)) upon the recommendation of the National Commission on Orthotic and Prosthetic Education (NCOPE (http://www.ncope.org/)).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350
www.caahep.org (http://www.caahep.org)

**Physical Therapy Program**
The doctorate in Physical Therapy program at Concordia University, St. Paul is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE (http://www.capteonline.org)).

CAPTE
1111 North Fairfax Street
Alexandria, VA 22314
703-706-3245
accreditation@apta.org
http://www.capteonline.org

**Teacher Education Programs**
All educator preparation programs at Concordia University, St. Paul are fully accredited by the Council for the Accreditation of Education Preparation (CAEP (http://caepnet.org/)) through December 2022. CAEP is the national accreditation agency for teacher education programs.

Additionally, all Concordia teacher licensure programs are approved by the Minnesota Board of Teaching through 2022.

Council for the Accreditation of Educator Preparation
1140 19th Street NW, Suite 400
Washington, DC 20036
(202) 223-0077
http://caepnet.org/

Minnesota Board of Teaching
1500 Highway 36 West
Roseville, MN 55113-4266
(651) 582-8833
https://mn.gov/board-of-teaching/

**Enrollment (Fall 2020 Census)**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Headcount</th>
<th>Fulltime Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>5567</td>
<td>4912</td>
</tr>
<tr>
<td>Traditional Undergraduate</td>
<td>1755</td>
<td></td>
</tr>
<tr>
<td>Degree Completion Undergraduate</td>
<td>1600</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>2024</td>
<td>1955</td>
</tr>
</tbody>
</table>

Orthotics and Prosthetics Program
The master of science in Orthotics and Prosthetics is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (http://www.caahep.org/)) upon the recommendation of the National Commission on Orthotic and Prosthetic Education (NCOPE (http://www.ncope.org/)).
Admission Information

- Adult Undergraduate Programs (p. 12)
- Undergraduate Traditional Programs (p. 13)
- Graduate Programs (p. 15)

Adult Undergraduate Programs

Learning Concept
The goal of the adult undergraduate programs is to link learning directly to a student’s present or planned career activities – connecting coursework to life experience. This educational model is designed specifically with adults in mind.

- Prior collegiate and extra-collegiate learning derived from academic, personal, and professional experiences since high school may be evaluated for college credit.
- Past and present work experience will serve as a catalyst in the learning process. At the heart of the education model is a major project, which continues throughout the program, blends study and experiential learning.

Concordia University faculty are devoted to this educational model and fully respects students’ prior learning as worthwhile and valuable in the educational setting. Experienced in their respective fields, instructors come from Concordia University faculty ranks or are adjunct faculty who have proven expertise and enjoy working with adult students.

General Admission Information
Candidates for undergraduate admission to Concordia University, Saint Paul, must be graduates of a regionally accredited high school or home school or hold the General Education Diploma (GED). Applicants must be persons of good moral character. Early application is encouraged.

Academic Requirement and Procedures
Applicants being admitted with 20 college credits or less will be asked to complete our First-Year student requirements. Applicants with more than 20 college credits will be asked to complete our Transfer student requirements.

First-Year Students
1. Complete the Adult Undergraduate Application for Admission via the admission website www.csp.edu/apply. Application due dates will be communicated by admissions counselors.
2. Request an official high school transcript record to date be sent to Concordia University, and also a final official transcript after the senior year’s grades and graduation have been recorded. Passing General Education Development (GED) scores may be accepted in lieu of verification of graduation.
3. If the applicant has attended any other regionally accredited institutions, submission of official transcripts from these institutions is also required.
4. Verification of a High School cumulative grade point average (CGPA) of 2.0 or better.
5. Under the Test-Optional policy, students have a choice of whether to submit their ACT or SAT scores for admissions application review.
6. Submit a typed essay you would like your admissions counselor to consider in the application review process. Minimum of 500 words suggested. Submit as a PDF document through your application portal or email it as an attachment to your admissions counselor.

Applicants currently enrolled in CSP’s PSEO program (https://www.csp.edu/admissions/pseo/) do not need to submit an admissions essay

CSP Essay Topic Options (select one):

- Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
- Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
- Share an essay on any topic of your choice. It can be one you’ve already written, one that responds to a different prompt, or one of your own design.

Transfer Students
1. Complete the Adult Undergraduate Application for Admission via the admission website www.csp.edu/apply. Application due dates will be communicated by admissions counselors.
2. Submit official transcripts from all colleges or post-secondary schools attended. If currently enrolled, submit a final transcript after completion of studies. All final official transcripts must be submitted by the end of the first term of study.
3. Verification of a cumulative grade point average (CGPA) of 2.0 or better. If you have attended a Minnesota State college or university we also ask that you provide an official accompanying DARS or MnTC goal area worksheet. Concordia accepts completed goal areas toward our general education requirements, in addition to course-by-course review.

Note: Admission to specific majors is required beyond general admission to the university. See the appropriate departmental major and/or the Office of Undergraduate Admission for more information.

Students enrolling in an adult undergraduate program must have access to a computer that meets Concordia University’s technology requirements (https://concordia.csp.edu/helpdesk/help-desk/technology_requirements/).

Demonstration of English Proficiency
Applicants whose primary language is not English must demonstrate that they are English proficient by completing one of CSP’s testing or course/institutional options. Additionally, all applicants must meet any program-specific requirements prior to applying to these programs. A full list of testing and course/institution options can be found on the CSP English Language Proficiency webpage (https://www.csp.edu/admissions/english-language-proficiency/).
Application Contacts
Persons seeking undergraduate admission should direct all correspondence to:

Office of Undergraduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494

Students may also submit an online application at www.csp.edu (http://www.csp.edu). Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Undergraduate Admission.

Acceptance to Concordia University
All prospective students will be notified by email of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet the admission criteria set by the faculty of Concordia University. Exceptions are considered by the Adult Undergraduate Admissions Committee. Appeals may be made to the Vice President for Enrollment Management.

Re-Admission of Former Students of Concordia University
1. Apply for re-admission through the Office of Undergraduate Admission. No application fee is required
2. Submit information concerning activities since last attending Concordia, and include appropriate letters of recommendation if required
3. Request official transcript of credits earned at other institution(s) be sent to the registrar

Advanced Placement Program
Concordia University will grant credit for most College Board Advanced Placement (AP) Examinations to students with a grade of three, four, or five. Students should have an official score report sent to Concordia University (code number 6114). Concordia University’s AP credit policy is posted on www.csp.edu (http://www.csp.edu).

College-Level Examination Program
Concordia University will grant credit for most College-Level Examination Program (CLEP) results to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, Saint Paul – code number 6224. Information about the CLEP examinations can be found at www.collegeboard.com/student/testing/clep/about.html (http://www.collegeboard.com/student/testing/clep/about.html). The CLEP credit policy is posted on www.csp.edu (http://www.csp.edu).

Undergraduate Traditional Programs

General Admission Information
Candidates for undergraduate admission to Concordia University must be graduates of a regionally accredited high school or home school or hold the General Education Diploma (GED). Applicants must be persons of good moral character. First year students may apply for admission for fall or spring terms. Transfer students may apply for admission for the fall, spring, or summer terms. Early application is encouraged. The priority deadline for fall admission is December 1 and the final deadline is August 1. The final deadline for spring transfer admission is December 1.

Academic Requirements and Procedures
Transcripts should demonstrate that candidates have successfully completed requirements in the following high school subjects: four years of English, two years of history/social sciences, two years each of mathematics and science, two years of fine arts, and one year of health/physical education. Applicants who have not had the college preparatory courses indicated above may be admitted upon examination of their academic records, provided they meet other admission criteria.

First-Year Students
1. Complete the Undergraduate Application for Admission. Applications are encouraged to be submitted via the undergraduate admission website www.csp.edu (http://www.csp.edu). The fall term deadline is August 1.
2. Request that an official transcript of the high school record to date be sent to Concordia University, and also a final official transcript after the senior year’s grades and graduation have been recorded. Passing General Education Development (GED) scores may be accepted in lieu of verification of graduation.
3. Typed essay of a minimum of 500 words.
4. Under the Test-Optional policy, students have a choice of whether to submit their ACT of SAT scores for admission application review.

Transfer Students
1. Complete the application for admission. Applications are encouraged to be submitted via the undergraduate admission website, www.csp.edu (http://www.csp.edu). The fall term deadline is August 1 and winter term is December 1.
2. Submit official transcripts from each college or post-secondary school attended. If currently enrolled, submit a final transcript after completion of studies. If applicants have not completed one year (45 quarter credits or 20 semester credits) of college at an accredited institution, complete high school transcripts and typed essay must be submitted.

Transfer students should have maintained an overall grade point average of “C” or better in previous courses. Concordia University accepts an Associate of Arts degree or the Minnesota Transfer Curriculum in lieu of our general education requirements. Exceptions include the 8 credits of Religion and requirements within majors that include general education courses not previously completed.

Note: Admission to specific majors is required beyond general admission to the university. See the appropriate departmental major and/or the Office of Undergraduate Admission.

Interstate Passport
Concordia University, St. Paul participates in the Interstate Passport Network, a network of regionally-accredited institutions that agree to transfer completed general education requirements as a block in a seamless and efficient process among its members. Students who transfer into Concordia University with a Passport from another Network-member institution will not have to repeat or take additional courses to satisfy lower-division general education requirements outside of the two Religion course requirement. Earning a Passport recognizes
that a student has achieved learning outcomes in the following nine knowledge and skill areas, which all Network member institutions agree are consistent with their own general education learning outcomes:

**Foundational Skills:** oral communication, written communication, quantitative literacy

**Knowledge of Concepts:** natural sciences, human cultures, creative expression, human society and the individual

**Cross-cutting Skills:** critical thinking and teamwork/value systems.

If you are interested in learning more, contact Concordia University advising/admissions team.

**Application Contacts**

Persons seeking undergraduate admission should direct all correspondence to:

Office of Undergraduate Admission
Concordia University, St. Paul
1282 Concordia Avenue
St. Paul, Minnesota 55104-5494
admissions@csp.edu
651-641-8230

Students may also submit an on-line application at [www.csp.edu](http://www.csp.edu). Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, essays, transcripts, and fees. Remittances should be made payable to Concordia University, St. Paul and sent to the Office of Undergraduate Admission.

**Acceptance to Concordia University**

All prospective students will be notified by email of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Undergraduate Admissions Committee. Appeals may be made to the Vice President for Enrollment Management.

**Immunization Requirements for Traditional Students**

Minnesota State Law (statute 135A.14) requires that traditional students must submit their immunization records to have on file at the university prior to attending their first semester. Students who do not submit these records will have a hold placed on their academic records until this requirement is met.

Concordia Admissions Department will inform students how to submit the immunization information, either electronic or paper documentation.

Required immunizations:

1. Tdap (Tetanus-Diptheria-Pertussis) must be given less than 10 years ago.
2. MMR (Measles, Mumps, Rubella)

Recommended immunizations:

1. Hepatitis B series
2. Meningitis
3. Varicella (chicken pox)

4. Hepatitis A series
5. Human Papilloma Virus series
6. Annual Flu shot

Students living and studying in close contact are more susceptible to some illnesses/infections/diseases so please consider that when deciding on immunizations.

**Exemptions**

Minnesota Law provides these exemptions from immunizations:

1. Conscientious Objection based on held beliefs. This exemption must be received prior to the student’s first term, signed by the student (or parent/guardian) and notarized.
2. A Medical Exemption may be issued because of a contraindication to an immunization based on some medical condition. Medical exemptions must be signed by a licensed medical provider.

If there is an outbreak of the disease of objection, the student will need to be immunized at that time or excluded from classes until the outbreak is over.

**Unable to Locate Dates of Immunizations**

If a student cannot locate immunization records the options are:

1. Get the required immunizations again and submit the date/s.
2. Have a blood test (titer) to determine the immune status and submit the information.

**Post-Baccalaureate Students**

Persons possessing an undergraduate degree from an accredited institution may seek initial/additional licensure or certification. Students have the option of attending as full-time students or as part-time students. Contact the Office of Undergraduate Admission (651) 641-8230 or admissions@csp.edu for more information.

**Southeast Asian Teacher Licensure Program (S.E.A.T.)**

Concordia University offers a program leading to a degree and/or teacher licensure for students currently working in schools. The State of Minnesota provides some of the scholarship money for this program. Contact the Office of Undergraduate Admission (651) 641-8230 or Director of the SEAT program, Professor Sally Baas at (651) 603-6188 or baas@csp.edu for more information.

**Visiting Students**

Concordia University welcomes students on a temporary basis who have been regularly admitted to another regionally accredited post-secondary institution. This enrollment is generally offered to provide special courses at Concordia University that may not be available at the other institution, to meet a temporary special interest, or to provide coursework in the student’s present local environment.

In order to be admitted as a visiting student, a basic demographic information form must be completed by the previous college or university (where student was regularly admitted) as well as a form verifying the student’s admission and giving the institution’s approval for the student’s registration plan.
Course requests are submitted to the registrar who acts as advisor to the student. If the student wishes to complete a program, regular admission procedures apply.

Re-Admission of Former Students of Concordia University
1. Apply for re-admission through the Office of Academic Advising. No application fee is required.
2. Submit information concerning activities since last attending Concordia University, send appropriate letters of recommendation if required, and include a statement of educational objectives.
3. Request official transcript of credits earned at other institution(s) to be sent to the Registrar.

International Students
1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education. Any transcripts provided must be evaluated by an outside agency for American equivalents.
2. Submit evidence to prove English Language Proficiency (https://www.csp.edu/admissions/english-language-proficiency/) (one or more)
3. Demonstrated ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.
4. Submit health and immunization records as required by law.
International students are admitted for the fall and spring terms only.

Post-Secondary Enrollment Option Program (P.S.E.O.)
Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University’s Post-Secondary Enrollment Options (PSEO) program during the spring before planned enrollment. A limited number of students are accepted on a space available basis. Students with a 3.25 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 8.

Application procedures include submitting the following:
1. PSEO Application
2. Official High School Transcript
3. Personal Statement
4. Minnesota Postsecondary Enrollment Options Program Notice of Student Registration

Students admitted to the Concordia University PSEO program have the opportunity to take 100-200 level course. Upper-level courses are available only with the permission of the university's PSEO Coordinator. Religion courses, independent studies, and summer courses are excluded. Additional fees may not be covered by the PSEO program (i.e. technology fees, private music lessons, etc.)

Academic Disqualification – PSEO students who receive a cumulative GPA of less than 2.00 will be academically disqualified and dismissed from the Concordia University PSEO program. Students may appeal their academic disqualification to the university's PSEO Coordinator.

Advanced Placement Program
Concordia University will grant credit for most College Board Advanced Placement (AP) Examinations to students with a grade of three, four, or five. Students should have an official score report sent to Concordia University (code number 6114). Concordia University’s AP credit policy is posted on www.csp.edu (http://www.csp.edu).

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Concordia University will grant credit for most College-Level Examination Program (CLEP) results to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, Saint Paul – code number 6224. Information about the CLEP examinations can be found at www.collegeboard.com/student/testing/clep/about.html (http://www.collegeboard.com/student/testing/clep/about.html). Concordia University’s CLEP credit policy is posted on www.csp.edu (http://www.csp.edu).

New Student Orientation
Both first-year students and transfer students are required to attend one Orientation session offered in June, July or August. Students begin to build relationships with other students, faculty, and staff. They receive pertinent academic information, meet with an academic advisor, and confirm class registration. Students also receive information about non-academic aspects of life at Concordia University relative to parking permits, voicemail, books, technology, and co-curricular activities, etc.

Fall Semester: All first-year students begin the CSP Seminar class on the first day of Welcome Weekend. Students are assigned to their CSP Seminar class by the Office of Academic Advising. During Welcome Weekend, they spend time with other new students, along with a Peer Advisor and Faculty Advisor. Transfer students and returning students are invited to attend Welcome Weekend activities prior to the beginning of classes. Welcome Weekend activities build a foundation for enhancing community and promoting academic growth in a Christian environment.

Spring Semester: Transfer students are required to attend Orientation in January.

Graduate Programs
General Information
Candidates for graduate admission to Concordia University, Saint Paul, must be graduates of an accredited university and hold a bachelor's degree. Applicants must be persons of good moral character. Early application is encouraged to ensure priority consideration.

Academic Requirements and Procedures
2. Submission of a baccalaureate degree or higher for master's degree programs and a graduate degree or higher for a doctoral degree program, with an accreditor that is recognized by the U.S. Department of Education or a comparable degree from outside the U.S.
3. Verification of an overall GPA of 3.0 on a 4.0 scale for graduate programs and a GPA of 3.25 on a 4.0 scale for doctoral programs
4. For applicants applying to one of our master’s degree programs, a personal statement is required describing the applicant’s employment
history, long-term academic and professional goals, and personal/ professional experience that positively influenced your potential to succeed in a graduate program. The statement should also address:

a. The statement falls between 400 and 1000 words.
b. Includes a beginning (introduction), middle (body), and end (summary/conclusion).
c. This statement is original (no plagiarism) and reflective of the applicant's experiences and traits. No outside work (citations and references) is allowed.
d. The submission is professional with no spelling, grammar, or sentence structure errors

5. Demonstration of English Proficiency

Additional requirements for doctoral applicants and specific master's programs may be required; please consult appropriate degree information.

Students enrolling in a graduate program must have access to a computer that meets Concordia University's technology requirements (https://concordia.csp.edu/helpdesk/help-desk/technology_requirements/).

International Students

International students applying to a graduate program should refer to CSP’s International Admissions website (https://www.csp.edu/admissions/international-admissions/) for eligible programs to study at Concordia University, St. Paul.

2. Submission of a baccalaureate degree or higher for master's degree programs and a graduate degree or higher for a doctoral degree program, with an accreditor that is recognized by the U.S. Department of Education or a comparable degree from outside the U.S.
3. Submission of official credential evaluation of degree(s) earned at any non-United States institution
   a. Evaluations must be from approved members of the National Association of Credential Evaluations Services (https://www.naces.org/)
4. Verification of an overall GPA of 3.0 on a 4.0 scale for graduate programs and a GPA of 3.25 on a 4.0 scale for doctoral programs
5. Demonstration of English Proficiency
6. Certification of Finances (http://concordia.csp.edu/marketing/?gf-download=2018%2F07%2FCertification-of-Finances.pdf&form-id=7&field-id=33&hash=49e948eb61f953c662d1c2d5ee728c7a03c7c3ab465d7ff44d4691d87f7d7) indicating the financial source for the expense of attending Concordia University.
7. For applicants applying to one of our master's degree programs, a personal statement is required describing the applicant's employment history, long-term academic and professional goals, and personal/ professional experience that positively influenced your potential to succeed in a graduate program. The statement should also address:
   a. The statement falls between 400 and 1000 words.
   b. Includes a beginning (introduction), middle (body), and end (summary/conclusion).
   c. This statement is original (no plagiarism) and reflective of the applicant's experiences and traits. No outside work (citations and references) is allowed.

Additional requirements for doctoral applicants and specific master's programs may be required; please consult appropriate degree information.

Students enrolling in a graduate program must have access to a computer that meets Concordia University’s technology requirements (https://concordia.csp.edu/helpdesk/help-desk/technology_requirements/).

Demonstration of English Proficiency

Applicants whose primary language is not English must demonstrate that they are English proficient by completing one of CSP’s testing or course/institutional options. A full list of testing and course/institutional options can be found on the CSP English Language Proficiency webpage (https://www.csp.edu/admissions/english-language-proficiency/).

Application Contacts

Persons seeking admission to graduate programs should direct all correspondence to:
Office of Graduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
St. Paul, Minnesota 55104-5494

Students can submit an online application at www.csp.edu (http://www.csp.edu). Correspondence includes all matters and inquiries connected with admissions, such as application forms, letters of recommendation, transcripts, and fees. Remittances should be made payable to Concordia University, Saint Paul, and sent to the Office of Graduate Admission.

Acceptance to Concordia University

All prospective students will be notified by email of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet the admission criteria set by the faculty of Concordia University. Exceptions are considered by the Adult Undergraduate and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

Appeal of Policy and Procedure

Students not approved for graduate admission may appeal the admission decision. Steps for appeal include:

1. All appeals must be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed
2. Students consult directly with the Director of Graduate Admission. The formal appeal process will be offered and explained in detail
3. Students submit a formal written appeal to be reviewed by the Degree Completion and Graduate Admissions Committee.
4. Appeals are reviewed within two weeks of submission
5. Communication of formal appeal provided in a written letter to the graduate applicant
6. Decisions of the Degree Completion and Graduate Admissions Committee may be made to the Vice President for Academic Affairs
Immunization Requirements for On-Campus Students

Minnesota State Law (statute 135A.14) requires that students must submit their immunization records to have on file at the university prior to attending their first semester. Students who do not submit these records will have a hold placed on their academic records until this requirement is met.

Concordia Admissions Department will inform students how to submit the immunization information. It may be done electronically or to the Admissions Department.

Required immunizations are:

1. Tdap (Tetanus-Diptheria-Pertussis) must be given less than 10 years ago.
2. MMR (Measles, Mumps, Rubella)

Recommended immunizations are for:

1. Hepatitis B series
2. Meningitis
3. Varicella (chicken pox)
4. Hepatitis A series
5. Human Papilloma Virus series
6. Annual Flu shot

Students living and studying in close contact are more susceptible to some illnesses/infections/diseases so please consider that when deciding on immunizations.

Please check with your health care provider about receiving these immunizations and submit this information along with the required immunization information.

Exemptions

Minnesota Law provides these exemptions from immunizations:

1. Conscientious Objection based on held beliefs. This exemption must be received prior to the student’s first term, signed by the student (or parent/guardian), and notarized.
2. A Medical Exemption may be issued because of a contraindication to an immunization based on some medical condition. Medical exemptions must be signed by a licensed medical provider.

If there is an outbreak of the disease of objection, the student will need to be immunized at that time or excluded from classes until the outbreak is over.

Unable to Locate Dates of Immunizations

If a student cannot locate immunization records the options are:

1. Get the required immunizations again and submit the date/s.
2. Have a blood test (titer) to determine the immune status and submit the information.

Re-Admission of Former Students of Concordia University

1. Apply for re-admission through the Office of Admission. No application fee is required.
2. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation and statement of educational objectives if required.
3. Request official transcript of credits earned at other institution(s) be sent to the registrar.

Degrees and Programs

Colleges and Schools

- College of Humanities & Social Sciences
- College of Business & Technology
- College of Education
- College of Health & Sciences
- College of Human Services and Behavioral Sciences
- School of Continuing Studies
- School of Graduate Studies

Academic Degrees

- Associate of Arts (AA)
- Associate of Applied Science (AAS)
- Bachelor of Arts (BA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Business Administration (BBA)
- Master of Arts (MA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Fine Arts (MFA)
- Master of Science (MS)
- Master of Science Nursing (MSN)
- Educational Specialist (EdS)
- Educational Doctorate (EdD)
- Doctor of Physical Therapy (DPT)

Graduate Programs

- Business Administration (MBA)
- Business Administration with Health Care Compliance emphasis (MBA)
- Business Administration with Health Care Management emphasis (MBA)
- Coaching and Athletic Administration (MS)
- Creative Writing (MFA)
- Criminal Justice Leadership (MA)
- Classroom Instruction with Reading Endorsement (K-12) (MA)
- K-12 Reading Endorsement (no MA)
- Data Analytics (MS)
- Differentiated Instruction (MA)
- Doctor of Education (EdD)
- Doctor of Kinesiology (EdD)
- Doctor of Physical Therapy (DPT)
- Early Childhood (MA)
- Educational Leadership (MA)
• Educational Specialist (EdS) in Educational Leadership
• Educational Technology (MA)
• Exercise Science (MS)
• Family Science (MA)
• Human Services with emphasis in Forensic Behavioral Health (MA); certificate also available
• Human Resource Management (MA)
• Information Technology Management (MS)
• Leadership and Management (MA)
• Nursing (MSN)
• Orthotics and Prosthetics (MS)
• Sport Management (MS)
• Strategic Communication Management (MA)
• Special Education (Emotionally Behaviorally Disordered; Specific Learning Disabilities; Autism Spectrum Disorder) (MA)
• Teaching (MAT with K-6 Teaching License)

Undergraduate Programs

Majors - Traditional Undergraduate
(Bachelor of Arts unless noted)

• Accounting (BS)
• Actuarial Science (BS)
• Art Studio
• Biology (BA and BS)
• Biochemistry
• Business Management
• Chemistry
• Child Learning and Development
• Christian Ministry (with either DCE or DCO certification)
• Church Music
• Communication Studies
• Community Arts
• Computer Science (BS)
• Criminal Justice
• Education – Teaching Licensure and Endorsement Programs
• Art Education/Teaching – see Visual Art Education Teaching Major (K – 12)
• Communication Arts and Literature Education/Teaching Major (Grades 5 – 12)
• Communication Arts and Literature Education/Teaching (Grades 5 – 8, add on to an existing license)
• Early Childhood Education/Teaching (Birth – Grade 3)
• Elementary Education/Teaching (Grades K – 6)
• English as a Second Language Education/Teaching (Grades K – 12)
• Health Education/Teaching (Grades 5 – 12)
• Kindergarten Endorsement (add on to an existing license)
• Mathematics Education/Teaching (Grades 5 – 8 add on to an existing license)
• Music Education/Teaching – Instrumental and/or Vocal (Grades K – 12)
• Parent and Family Education/Teaching
• Physical Education/Teaching (Grades K – 12)

Majors - Degree Completion Undergraduate
(Bachelor of Arts unless noted)

• Pre-Primary Education/Teaching Endorsement (Age 3 – Pre-Kindergarten)
• Secondary Education (Math Grades 5 - 12 or Chemistry Grades 9-12 or Life Science Grades 9-12)
• Social Studies Education/Teaching (Grades 5 – 12)
• Social Studies Education/Teaching (Grades 5 – 8 add on to an existing license)
• English (emphasis areas: Creative Writing, Literature, Journalism and Professional Writing)
• Exercise Science (BA and BS)
• Exercise Science with Athletic Training Emphasis (BS)
• Family Science
• Finance (BS)
• Graphic Design (BA and BFA)
• History
• International Business (BS)
• Marketing with Digital Marketing Emphasis (BS)
• Mathematics (BA and BS)
• Music (Tracks: Performance, Theory/Composition, History/Literature)
• Music Business
• Nursing (BSN)
• Orthotics and Prosthetics (BS)
• Psychology (BA and BS)
• Public Health
• Public Policy
• Public Relations
• Sociology
• Sport Communication
• Sport Management
• Sport Psychology
• Theatre
• Theology

• Accounting (BA, BS)
• Business Administration
• Child Development
• Computer Science (BS)
• Criminal Justice
• Diagnostic Medical Sonography (AAS)
• Digital Marketing
• Exercise Science
• Family Science
• Health Care Administration
• Human Resource Management
• Information Systems (BS)
• Management and Leadership
• Marketing
• Nursing (BSN)
• Psychology
• Pulmonary Science (BS)
• Sport Management
• Web Design and Development (BS)

Minors
• Accounting
• Art History
• Art Studio
• Biblical Languages
• Biology
• Business
• Business Management
• Chemistry
• Communication Studies
• Community Arts
• Computer Science
• Criminal Justice
• Dance
• Design
• Education
• English
• Exercise Science
• Family Science
• Finance
• Gerontology
• Health Care Administration
• History
• Hmong Studies
• Human Resources Management
• Information Systems
• Intercultural Communication
• International Business
• International Studies
• Interscholastic Coaching
• Journalism
• Lutheran Theology
• Management and Leadership
• Marketing
• Marketing Management
• Mathematics
• Music
• Non-Profit Management
• Photography
• Political Science
• Psychology
• Public Health
• Public Relations
• Quality Science
• Religion
• Sales and Business Development
• Sociology
• Spanish
• Sport Communication
• Sport Management

• Sport Psychology
• Theatre
• Writing
• Writing/Communication

Pre-Professional Programs/Certifications
• Director of Christian Education (DCE)
• Director of Christian Education (DCE) via colloquy
• Director of Christian Outreach (DCO)
• Director of Christian Outreach (DCO) via colloquy
• Director of Parish Music (DPM)
• Director of Parish Music (DPM) via colloquy
• Lutheran Classroom Teacher (LCT)
• Lutheran Classroom Teacher (LCT) via colloquy
• Pre-Chiropractic Studies
• Pre-Deaconess Studies
• Pre-Dental Studies
• Pre-Engineering Studies
• Pre-Genetic Counseling Studies
• Pre-Law Studies
• Pre-Medical Studies
• Pre-Occupational Therapy Studies
• Pre-Optometry Studies
• Pre-Pharmacy Studies
• Pre-Physical Therapy Studies
• Pre-Physician Assistant Studies
• Pre-Seminary Studies
• Pre-Veterinary Studies

Certificates
• Early Childhood Education
• Leadership
• Criminal Justice POST Certificate

Diversity Initiatives

CHATMAN DIVERSITY CENTER
Dedicated in 2019, the mission of the Dr. Cheryl Troutman Chatman Diversity Center is to engage Concordia students, faculty, staff and administration in building community and creating an institutional culture that respects, values, and celebrates diversity; and to provide opportunities for everyone to be agents of positive change in society.

What the Diversity Center Provides to the Campus

Community
• Coordinate activities that promote awareness and celebration of all cultures, identities, and differences.
• Develop supportive and sustaining relationships across diverse backgrounds and cultures.
• Serve as an advocate and respond to needs, issues, and concerns impacting diversity throughout the campus.
• Provide information and opportunities for student leadership, development, and scholarship.
• Serve as advisors and a support system for student organizations.
• Guide and direct students to on-and-off campus resources and services.
• Provide students with encouragement, advice and alternatives to a variety of challenges and opportunities.

Various academic, social and intercultural programs and activities are linked with the Diversity Affairs Office. Below are a few of the major campus initiatives and/or organizations.

• Building Opportunities for Leadership and Development (BOLD) Scholarship Program
• Central High School - Intervention for College Attendance Program (ICAP)/Advancement Via Individual Determination (AVID)/Seeds of Change Program
• Community Outreach
  • Association of Black Women in Higher Education
  • ARTS US
  • Minnesota National Association of Diversity Officers in Higher Education
  • National Association for the Advancement of Colored People (NAACP)
• Diversity Conferences (Local/Regional)
• Shades of Harmony Gospel Choir
• Student Organizations
  • Black Student Union (BSU)
  • Concordia Hmong Unity Student Association (CHUSA)
  • Concordia Sisterhood of Empowerment (CSE)
  • Global Student Club (GSC)
  • Student for Latinos/as (SOL)
  • Indian Student Association (ISA)

Building Opportunities for Leadership and Development (BOLD) Scholarship Program
The scholarship is designed to provide students with the academic support and financial assistance needed for them to be successful here at Concordia University, St. Paul. Through this scholarship we help to assist students in developing their leadership potential. The goal of the BOLD Scholarship is to ensure that students have a healthy and meaningful transition into the college environment and that students successfully complete their college education here at Concordia University, St. Paul. Through the scholarship, students receive individual attention, positive interactions, ongoing support and wonderful opportunities to grow intellectually, spiritually and socially. Participants are expected to:

• Utilize resources at Concordia University to improve their academic performance
• Attend individual meetings to assess each participant’s needs and academic progress throughout each semester
• Attend on-and-off campus educational, cultural and social events planned or required by the program
• Encouraged to be involved in various organizations, social activities and other extracurricular activities

Shades of Harmony Gospel Choir
The choir is a volunteer chorus made up of students, faculty, and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing, and singing music from diverse cultures. The group focuses on the African American Gospel Choir tradition, but also explores choral music of other cultures. The group performs occasionally in Concordia’s chapel service and/or an off-campus service performance.

Black Student Union (BSU)
Black Student Union aims to increase political, social and cultural awareness of the African American community. BSU’s goal is to promote unity and diversity to revamp and stabilize a presence on campus through a series of events, socials and forums.

For more information about BSU, please contact BSU’s Staff Advisor: Larrick Potvin at lotvin@csp.edu.

Concordia Hmong Unity Student Association (CHUSA)
Concordia Hmong Unity Student Association (CHUSA) provides advocacy, leadership and community building opportunities on campus. CHUSA’s mission is to promote Hmong culture, practices, and history through academic leadership workshops, events and collaborations. CHUSA offers students a channel to make meaningful connections with other students and the overall campus. CHUSA’s presence on campus is widely known and highly respected.

For more information about CHUSA, please contact CHUSA’s Staff Advisors: Victoria Thao (vthao@csp.edu) and Loc Luong (luong@csp.edu)

Concordia Sisterhood of Empowerment (CSE)
Concordia Sisterhood of Empowerment is an organization that encourages young women of Concordia to celebrate individual accomplishments, support each other in difficult times, and empower one another to become leaders in the community. CSE offers students a channel to build connections with other women on campus to support them along with having workshops/lectures to discuss women’s rights and society’s view on women.

For more information about CSE, please contact CSE’s Staff Advisors: Linda Lee (lllee@csp.edu) and Esther Vuong (vuong@csp.edu)

Global Student Club (GSC)
Global Student Club is a club for all CSP students who are interested in learning about new cultures, countries, and global topics. GSC provides a place for any enrolled CSP student to share their global experiences, learn from other students about their global experiences, learn about new cultures, and have fun!

For more information about GSC, please contact GSC’s Staff Advisors: Kate Larson, (klarson@csp.edu) and Tiffanie Loeb Schneider (loebschneider@csp.edu)

Student for Latinos/as (SOL)
Student for Latinos/as purpose is to increase awareness and appreciation of the U.S. Latino/a, Chicano/a, and Latin American culture and heritage at Concordia St. Paul. They are committed to fostering relationships within our CSP community and beyond. The club hosts a variety of events including movie nights, sports challenges, and loteria!

For more information about SOL, please contact GSC’s Staff Advisors Lina Baker (lbaker@csp.edu).

Indian Student Association (ISA)
The Indian Student Association wishes to enrich the cultural atmosphere at Concordia by celebrating Indian traditions and festivals. They seek to
be a dynamic organization that creates an active social network for the Indian community at CSP.

For more information about ISA, please contact Kimberly Newton (knewton@csp.edu).

Financial Aid/Scholarships

Financial Aid

All students applying for financial aid must:

1. be accepted for admission and maintain good academic standing, and
2. complete the Free Application for Federal Student Aid (FAFSA). The FAFSA will provide instructions on how to have your financial information sent to the university (Concordia University's code is 002347). Students wishing to be considered for Financial Aid MUST complete the FAFSA on-line each calendar year after taxes for the prior prior year have been filed (typically between October and April of each year). The FAFSA can be referenced at https://studentaid.gov/h/apply-for-aid/ffasa (https://studentaid.gov/h/apply-for-aid/ffasa/). The posted university deadline for priority of funding including (but not limited to) SEOG Grant, Perkins is May 1st.

Financial Aid for Church Vocations

Church Vocation Scholarships are available to those students enrolled in an undergraduate church work program in the College of Humanities & Social Sciences or the College of Education. To receive this scholarship, students must apply annually to their home church district and to their home congregation. Application documents are available online at: http://www.csp.edu/tuition-financial-aid/forms-worksheets/

Eligibility for Financial Aid

For consideration of Financial Aid from sources derived from the Free Application for Student Aid (FAFSA) students in Undergraduate Program(s) must be enrolled in at least six credits per semester, be in good standing related to other Stafford Loans borrowed prior (i.e., not in default), and be within lifetime usage limits as defined by the US Department of Higher Education (DOE). Students enrolled in 1+ credits may qualify for Pell Grant or a Minnesota State Grant only. Unless otherwise stated, undergraduate traditional (non-Cohort) financial aid awards will be made for one academic year (fall and spring semesters). Application procedures must be completed each year financial aid is requested by completing the FAFSA and/or other required documents as determined by the DOE.

Financial Aid for Summer School

Financial aid eligibility for Summer Semester for Traditional Undergraduate Students may be limited. Students are encouraged to connect with the Student Financial Services Office to determine summer aid eligibility if applicable.

Financial Aid and Withdrawing/Dropping from Concordia University

If a learner has received Financial Aid and subsequently withdraws and/or drops from some or all courses at Concordia University, then the school and/or student may be required to return some or all of the federal, state, institutional and/or private financial aid initially awarded. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, all or some of an expected Refund Check may be returned to the grant, scholarship, and/or loan source from which the assistance was received. All students needing to Withdraw from the University must initiate an official Change of Status with the Registrar’s office.

Concordia University, St. Paul has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided to the military Service Branch listed below:

7-week Course Withdraw submitted
Before or during week 1 100% return
During week 2 75% return
During weeks 3-5 50% return
During week 4 40% return (60% of course is completed)
During weeks 5-7 0% return

15-week Course Withdraw submitted
Before or during weeks 1-2 100% return
During weeks 3-4 90% return
During weeks 5-6 75% return
During weeks 7-8 50% return
During weeks 9 40% return (60% of course is completed)
During weeks 10-15 0% return

Study Abroad

Students participating in study abroad opportunities approved by the university are considered “in-residence.” Most academic and need-based financial aid applies toward study abroad. Exceptions include work-study, music performance, and athletic scholarships, all of which require students to be on campus.

Financial Aid Programs Available

Federal

Consult the United States Department of Education Student Guide to Financial Aid. The Student Guide is available through the financial aid office or the undergraduate admissions office. The Student Guide is also available through most high school counselors.

- Federal College Work Study Program (FCWS)
- Federal Stafford Student Loan(s)
- Federal Perkins Loan
- Federal Parent PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- TEACH Grant (Graduate Students in qualifying programs only)
- Federal PLUS Loan (Graduate Students only)

Undergraduate students only

State of Minnesota

- Minnesota State Grant
- Student Educational Loan Fund (SELF)
- Minnesota Childcare Grant
- Minnesota GI Grant
- Minnesota Work Study
- Minnesota Indian Scholarship
- Minnesota Dream Act
A student on warning-status will remain eligible for financial aid for one
Standard of academic progress shall be placed on financial aid warning. 
quantitative standards, or close to violating the Maximum Time Frame 
A student failing to meet the minimum cumulative qualitative or 
Financial Aid Warning 
A student in excess of 150% of the published credit length of the program 
Maximum Time-Frame 
defined as: 
Additionally, failure to meet standards for financial aid purposes at CSP is defined as: 
Maximum Time-Frame 
A student in excess of 150% of the published credit length of the program shall be immediately suspended from financial aid Title IV eligibility. 
Financial Aid Warning 
A student failing to meet the minimum cumulative qualitative or quantitative standards, or close to violating the Maximum Time Frame Standard of academic progress shall be placed on financial aid warning. A student on warning-status will remain eligible for financial aid for one term, but must remedy all SAP standards, or full financial aid suspension will be fully implemented.

Financial Aid Probation 
A student failing to meet the minimum cumulative qualitative or quantitative standard of academic progress who is placed on Financial Aid Suspension may appeal for reinstatement based on extenuating circumstances. Learners with approved appeals may be placed on Academic Probation for one or more terms as determined by the SAP Academic Performance Committee.

Any student(s) on Academic Probation will be placed on an Academic Performance Plan (APP) that must be followed. Violation of an APP may lead to immediate Financial Aid Suspension reinstatement.

Continuation of Students on Financial Aid Probation Status 
A student on probation who meets a term 2.0 GPA Undergraduate and/or 3.00 Graduate standard and the 67% earned percentage standard during the probationary term and has met all other terms set forth by the university for continuation of academic success as defined by the SAP Appeal Committee, may be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as:

a. the student has met the cumulative standards and is therefore reinstated in good academic standing, or
b. the student fails to meet both the cumulative standards and the term standards, and is therefore suspended, or
c. it is determined it is not possible for the student to meet the cumulative standards within the maximum timeframe allowed, and is therefore suspended.

Suspension 
A student on probation failing to meet the minimum cumulative qualitative or quantitative standard of academic progress during his/her next term of enrollment being immediately placed on suspension, unless the student meets Continued Probation standards. A student on suspension will not be allowed to any financial aid funding related to Title IV, including Federal and State, if applicable.

Immediate Financial Aid Suspension 
A student may be immediately suspended in the event of extraordinary circumstances, including (but not limited to) a student who was previously suspended, then reinstated and whose academic progress falls below minimum standards of progress, or a student whose higher education attendance pattern demonstrates the abuse of receiving financial aid.

Student Right to Appeal 
Appeal Policy 
Students suspended from financial aid may appeal their suspension if there were extenuating or unforeseen circumstances affecting their progress. All appeals must explain and document all terms in which progress was not met. Each appeal must also address how the circumstances that caused the suspension have/will be resolved. Students interested in appealing must submit an appeal form with all required documentation. Appeals will be thoroughly reviewed and reinstatement of financial aid will depend on the qualifying extenuating circumstances as outlined by CSP (see below) that directly contributed to deficient academic performance, as well as other probable factors. Appeals are evaluated on a term-by-term basis. Should a student’s appeal be approved, the student is required to sign an Appeal Contract for either one or multiple terms. Both options will require students to meet certain conditions each term of attendance, such as earning a

1 Undergraduate students only
specified GPA, maintaining a specified completion rate, and registering for a certain number of credit hours. To facilitate understanding, a copy of the contract will be provided to the student.

1. **Probationary Appeal (for use for one term only)**
   Students who fall in this category are below the required 2.0 GPA (Undergraduate Students)/3.0 GPA (Graduate Students) and 67% completion rate. At the end of the appealed term these students must have at least a 2.0 GPA (Undergraduate Students)/3.0 GPA (Graduate Students), have completed 67% of their attempted classes, and not have exceeded their maximum allowable hours (MTF). If the learner fails to meet these requirements, they will be suspended and future appeals may not be approved. Financial Aid Probation contracts do not apply to students who have exceeded their maximum allowable hours (MTF). However, MTF suspensions and other appeals requiring more than one term to meet SAP or complete a program may be approved on an Academic Plan (see below).

2. **Probation Appeal Plan with APP (for use for multiple terms)**
   An Academic Performance Plan (APP) is given to a student whose appeal has been approved for resolved extenuating circumstances but who will need more than one term to meet cumulative SAP standards. The APP Contract is similar to the Financial Aid Probation contract; however, it requires completing a required number of credits with a particular grade point average over more than one term.
   Should a student on an APP contract not meet the requirements in any given term, the student would automatically be suspended and future appeals may not be approved. Students on an APP contract who skip a term may also be suspended unless it is part of the APP Contract.

**Qualifying Extenuating Circumstances**

Students have the right to appeal Financial Aid Warning and/or Suspension in the case of extenuating circumstance(s) including, but not limited to:

- Death of an immediate family member. Immediate shall be defined as: spouse, children, parents, brother, sister, father-in-law or mother-in-law, brother-in-law or sister-in-law, son-in-law or daughter-in-law, grandchildren and grandparents.
- Serious Illness. Serious illness shall be defined as lasting longer than 20% of the term in duration or one that required hospitalization.
- Other extenuating circumstance of relevant nature.

To appeal, send a letter of explanation as outlined above including supporting documentation (i.e. Obituary, letter(s) from health professionals, etc.) to:

Director of Financial Aid
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, MN 55014

The Official Financial Aid SAP Policy can be found online at: [http://www.csp.edu/tuition-financial-aid/forms-worksheets/](http://www.csp.edu/tuition-financial-aid/forms-worksheets/)

**Scholarships**

**Athletic Scholarships**

Athletic scholarships are available in all sports offered at Concordia University. Students must be accepted to the traditional undergraduate program at the university and meet NCAA II eligibility for scholarship consideration. The head coach in each respective sport selects the scholarship recipients and determines the scholarship. Scholarships are granted in one year periods only and are renewable under NCAA guidelines.

**University Merit Scholarships**

Renewable merit scholarships for freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia University. The amounts of the merit scholarships range from $500 to $10,000. The scholarships are named Regents’ Scholarship, President’s Scholarship, University Scholarship, and Concordia Opportunity Grant. They are renewable for three additional years for students that maintain academic eligibility.

**Lutheran Heritage Scholarship**

The Lutheran Heritage Scholarship is available to new, full-time, first-year and transfer students from Lutheran Church – Missouri Synod (LCMS) congregations who meet regular admissions standards. This scholarship is renewable with the appropriate GPA.

**University Church Vocation Scholarship**

Scholarships up to $1,000 to undergraduate students who intend to serve The Lutheran Church-Missouri Synod in a full-time professional ministry after graduation. Students must enroll full-time in a church vocation program and apply to their home congregations and districts. The scholarship, as well as any assistance given by the student's congregation and district, will be part of the financial aid package, reducing need-based loans and work-study. This is renewable with the appropriate GPA.

**Church Assurance**

New first-year and transfer students from LCMS congregations who are preparing for church professions may be eligible for a $10,625 assurance. Thus, qualified students preparing for a church profession will be assured of receiving at least $10,625 of grants from all sources (not counting church and district grants). These are renewable with the appropriate GPA.

**Need-Based Grants**

These need-based grants are to students who demonstrate financial need.

**Synodical District Grants from the Lutheran Church - Missouri Synod (LCMS)**

District grants, scholarships, and/or loans are often available to church work students. Some LCMS districts, the Lutheran Laymen's Leagues (LLL) of the districts, and the Lutheran Women's Missionary Leagues (LWML) of the districts may offer financial assistance. Amounts, types, and criteria vary by synodical district.

**LCMS Forward in Remembrance Music Scholarship**

A program administered by the LCMS providing scholarships to church vocation students who excel in music.

**LCMS Forward in Remembrance Scholarship**

A program administered by the LCMS providing scholarships to church vocation students.

**LCMS Minority Scholarship**

A program administered directly by the LCMS providing scholarships to minority church vocation students.
**AmeriCorps Alumni Scholarship**
AmeriCorps alumni admitted to Concordia University, St. Paul will be awarded a $5,000 scholarship. The scholarship can be applied toward tuition on any bachelor's or master's level program and will be distributed evenly across the student's course of study. Students must maintain good academic standing including GPA requirements. Scholarship cannot be combined with other institutional discounts/scholarships, such as military, community college partnership(s) and employee discounts. Program participation will be evaluated on an annual basis. Requires annual submission of FAFSA. Not to exceed the cost of tuition less any other grant or scholarship aid.

**Concordia Colleague Advantage**
Employees and staff members of partnering institutions are eligible to receive a $2,000 tuition discount and priority admission status when they enroll in any accelerated undergraduate or graduate degree program at Concordia University, St. Paul. Students have the opportunity to learn on campus in a face-to-face setting or online.

**Concordia Partnership Advantage Scholarship**
The Concordia Partnership Advantage Scholarship is offered to the Degree Completion students that are employed by one of our partnering organizations. A $2,000 tuition discount is awarded to qualified students exclusively upon acceptance when they enroll in any undergraduate or graduate degree program.

**Transfer Advantage Scholarship**
The Transfer Advantage Scholarship is awarded to any transfer students who have completed the Minnesota Transfer Curriculum (MnTC) or an Associate of Arts degree from an accredited institution meet Concordia’s general education requirements. Concordia University also accepts individual goal areas completed within the MnTC. Eligible students are awarded $2,000 which is evenly dispersed over the length of program.

**Endowed Funds**
An endowed scholarship is established by a donor to Concordia University, St. Paul. Endowment gifts are invested to provide scholarships to students in perpetuity. The earnings of the endowed fund will provide scholarship(s) for the signed intended purpose. These funds will provide scholarships for many years to come. The following endowed funds are currently available:

- David Aasved Scholarship – church work students
- Willi and Adeline Ballenthin Scholarship – church work students
- Altenburg Endowment - church work students
- Bob Barnes Scholarship – physical education students
- Harry G. Barr Scholarship – Hoffmann Institute students
- John Barthel Scholarship – pre-ministerial students
- Fred and Ruth Bartling Scholarship - history majors or secondary social studies teacher education licensure
- Harold and Lovine Bartz Scholarship – church work students
- Carl and Amanda Behm Scholarship – church work students; preference given to students from Minnesota North District of the LCMS
- Gary and Gloria Behm Endowed Scholarship - financial need; preference from rural or small towns
- Kenneth Behm Scholarship – church work students; preference given to students of Trinity Lutheran Church, Janesville, Minnesota
- Marvin and Luella Behm Scholarship – pre-ministerial students
- Katharine Berwald Art Major/Studio Art Annual Scholarship
- Darwin and Mary (Grimm) Bettmann Endowed Scholarship - church work; teacher education
- Dr. W. Leroy and Marie L. Biesenthal Scholarship – pre-ministerial or Director of Christian Outreach students
- Board of Regents Endowed Scholarship Fund - high academic standing
- Earl D. and Helen Bohlen Family Scholarship – church work students
- Randall and Diane Borchardt Scholarship Endowment Fund - church work students
- Rev. Traugott P. and Ilse Bradtke Scholarship – pre-ministerial students; preference given to Christ Lutheran Church in Marshfield, WI or students from the North Wisconsin District of the LCMS
- Rev. Louis F. and Olga D. Brandes Scholarship – church work students
- Hilbert and Norma Brandt Endowed Scholarship - church work students
- Kerry (Schlichting) Brandvold DCE Scholarship – Director of Christian Education students
- Professor Friedrich and Ann Brauer Scholarship – church work students; music emphasis
- Bredehoft Family Scholarship – psychology students
- Herb Brokering Scholarship - financial need; theatre majors
- Rev. Paul F. Buck and Clara (Wacker) Buck Scholarship – pre-ministerial students; seniors
- Edwin H. Buegel, Edna L. Buegel and John E. Buegel Scholarship – church work students from Minnesota
- Lorraine and Vernon Buesing Scholarship – Director of Christian Outreach students
- Buetow Scholarship – general; academic performance and/or financial need students
- Burkart Family Scholarship – general; financially needy students
- L.H.B. Scholarship – general
- The Dr. Cheryl Troutman Chatman Scholarship - under represented, low-income and first generation students with a preference given to students of color.
- Coach John Chiapuzio Scholarship – teacher education students; emphasis in Physical Education
- Nate and Lee Clonkey Scholarship - church work students
- Communication Scholarship – communication students; high academic standing and financial need
- Concordia General Endowment – general; board designated/directed
- Concordia Guild Scholarship – church work students; female
- Concordia Scholarship – general
- Erna and Robert Cordes Scholarship – church work students
- Ruth Profi Dannehl Scholarship – pre-ministerial and/or church work students
- Richard A. and Hilda Danowsky, Sr. Scholarship – pre-ministerial students; junior or senior
- Darsow Family Scholarship – church work students
- Director of Christian Education Scholarship – Director of Christian Education students
- Rev. Professor William A. Doberfuhl Scholarship – pre-ministerial students
- Michael L. Drake Scholarship - church work students; preference give to Director of Christian Outreach
• Betty and John Duda Scholarship - financial need
• Rupert Dunklau Scholarship - Director of Christian Outreach
• Earth Science Scholarship – earth science students; high cumulative GPA
• Pastor Henry F. and Marie C. Eggers Ministerial Scholarship – LCMS pre-ministerial students
• Paul W. Eggert Scholarship – church work students
• Emery and Almeda Eickhoff Scholarship – church work students
• Elmer and Darlene Epke Endowed Scholarship - Masters of Teaching program with financial need
• Fred O. Erbe Memorial Scholarship – pre-ministerial or teacher education church work students; from specific parishes in Iowa
• Donald and Leone Erickson Scholarship – teacher education church work students; preference given to students of Trinity Lutheran Church of Lake Johanna, Arden Hills, MN
• Leonard C. Ewald-Norman Brandt Memorial Scholarship – church work students
• Michael Gangelhoff Scholarship – church work students
• Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students
• Dennis Getzlaff Memorial Scholarship - student athlete; maintain 3.2 GPA; sophomore or junior student; one year completed at CSP
• Lester A. Gottschalk Scholarship – teacher education church work students
• Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students
• Leona M. Groth Scholarship – revolving scholarship; church work students and pre-med students
• Rev. Dr. Richard L. Guehna Scholarship – pre-ministerial students
• Alvina Haack Ministerial Scholarship – pre-ministerial students; German descent with high academic standards
• Ted Haberer NCAA II Scholarship - student athletes
• Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students
• Halvorson/Sohre Memorial Scholarship – general; financial need and/or high academic students
• Raymond R. Hampel Support and Scholarship - financial need
• William Randolph Hearst Scholarship – high academic standards, math or science students, minority students
• Carmen P. Henschen Scholarship - financial need
• Otto and Sophia Holtz Scholarship – outdoor/environmental biology teacher education students
• Hilken Family Endowment - Portland, OR nursing students
• Elmer & Adele Hinze Scholarship - Portland, OR nursing students
• Holst Scholarship: Access to Opportunity for Excellence - financial need; first generation
• Robert "Biology Bob" Holtz Environmental Science/Biology Scholarship – environmental science students; high cumulative GPA
• Marvin and Judith Hoops Scholarship - general
• Gwen and Beck Horton Scholarship - African American student; sophomore, junior or senior student; financial need
• Dr. Gerhardt W. Hyatt Memorial Scholarship – general; deserving students
• Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ
• Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students
• Walfrid and Julia Johnson Scholarship – church work students
• Kaden Family Scholarship – church work students
• Zibell-Kath Pastoral Training Endowment Fund - pre-ministerial students
• Dean and Susan Kopperud DCE Scholarship - financial need; Director of Christian Education
• Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students
• Martin H. and Alma H. Kretzschmar Scholarship – pre-ministerial students
• Elsie Kruse Scholarship – pre-ministerial students
• Theodore and Caroline Kuhn Scholarship – pre-ministerial students
• Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students
• Rev. Walter Luedtke Scholarship – pre-ministerial students
• Dr. Ernest A. Lussky Scholarship – church work students
• Dr. Martin Luther Scholarship – pre-ministerial and teacher education church work students
• Lutheran Church of Holy Spirit Scholarship - financial need; Lutheran Classroom Teacher
• Charlotte Mack Scholarship – Director of Christian Outreach students
• Peter H. and Corinne (Brockopp) Magnoni Scholarship - church work major, but not a pre-ministerial student; financial need; good academic standing
• The Arden and Charlotte Malotky Endowed Scholarship - financial need
• Dr. Paul Manz Director of Parish Music - Director of Parish Ministry students
• Harold Mattfeld Family Scholarship – church work students
• Dr. R. Brownell and Ann McGrew Scholarship – Hoffmann Institute
• Dr. Gerhardt and Dr. Loma Meyer Scholarship – church work students; priority given to teacher education students
• Pastor Gerhard and Augusta Michael Scholarship – church work students
• Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students
• Milbarth Football Endowment – Athletic students participating in football; minimum 2.5 GPA
• Rev. Fred and Frieda Miller Scholarship – pre-ministerial students
• Marie Minderhout Nursing Scholarship - Portland, OR nursing students
• William Moenkenmoeller Scholarship – general; deserving students
• Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
• H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students
• Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students
• Marian Lee Mueller Memorial Endowed Nursing Scholarship - Portland, OR nursing students
• Wilfred H. Mueller Endowed Scholarship - church work
• Theodore F. Neils, Sr. Scholarship – worthy students
• Richard E. Norris Scholarship – band program students majoring in instrumental music education
• Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
• Dr. Stanley and Eleanor Oexemann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
• Mr. and Mrs. Theodore Olsen Scholarship – pre-ministerial or church work students
• William H. and Georgia B. Olson Scholarship – pre-ministerial students
• Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship – pre-ministerial or other church work above average students
• Verna J. Oster Memorial Scholarship – elementary education teachers
• E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students
• Rueben and Margaret Pankow Endowment Fund - church work students
• Frank and Elsie Papke Scholarship – pre-ministerial students
• Parents’ Appreciation Scholarship – church work students
• Jan Pavel Scholarship – pre-ministerial students
• Carroll E. and Helen L. (Bierwagen) Peter Endowed Scholarship - financial need; church work students
• Karin Peterson Endowed Scholarship - financial need
• Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students
• Rachel Ann Pocmich Scholarship – teacher education students; early childhood or elementary
• Esther Podewils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students
• W.A. Poehler Alumni Scholarship – church work students; high academic achievement; financial need
• Pre-ministerial Scholarship Endowment - full-time church work or pre-ministerial program students
• The Rose Family Nursing Scholarship - nursing students
• Reinhart and Leona Rose Scholarship - church work students
• Rev. Louis Rosin Scholarship – pre-ministerial students
• Henry and Lela Rossov Church Teacher Scholarship – church work teacher education students; male
• Henry and Lela Rossov Ministerial Scholarship – pre-ministerial students
• Pastor Kenneth and Lorraine Roufs Scholarship – pre-ministerial American Indian students or pre-ministerial minority students
• James M. and M. Martha Ryan Scholarship – church work students
• Walter and Cora Scharf Scholarship – church work students
• Scheele-Mueller Pre-Seminary Scholarship – pre-ministerial students
• William T. and Alma H. Schluter Scholarship – general
• Rev. Alfred Schmalz Endowment Fund - pre-ministerial students
• Victor and Harriet Schmidt Scholarship – church work students
• Fritz Schneider Scholarship - church work students
• Mr. and Mrs. Herman Scholl Scholarship – church work students
• Mr. and Mrs. Edward C. Schroeder Scholarship – general; financial need and academic leadership students
• Ted and Edna Schroeder Scholarship – general; financial need students
• Arthur J. Schuette Scholarship – church work students
• Leigh and Rose Schulze Church Work Scholarship – church work sophomore, junior or senior students
• Steven Schutte Scholarship – church work teacher education students
• Rev. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter’s Evangelical Lutheran Church, Edina, MN
• Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
• Seltz Family Scholarship – church work students
• Janet Buetow Smith Scholarship - music majors
• Sohn Ministerial Scholarship – pre-ministerial students
• Arthur Stanz Scholarship – pre-ministerial students
• Alfred and Ruth Steinberg Scholarship – church work students; Minnesota North District
• Peter and Janet Steinhagen Scholarship - 70% volleyball student athlete; 30% art program student
• The C. F. Stelling Endowed Scholarship - church work students; financial need
• Robert and Mary G. Stelter Scholarship – general
• Rev. Roger and Lois Stoehr Scholarship – pre-ministerial students
• Paul W. Stor Chemistry Scholarship – chemistry students; preference given for teaching or pastoral vocations
• Paul W. Stor Biology Scholarship – biology students; preference given for teaching or pastoral vocations
• Esther S. Tiernan Pre-ministerial Scholarship – pre-ministerial students
• Dr. and Mrs. Leon Titus Band Scholarship – active band member students
• Carl and Wilhelmina Toensing Scholarship – church teacher and/or church music program students; seniors
• Carol Anne Trapp Scholarship – pre-ministerial students
• Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
• Roy and Elfrieda L. Turnmire Student Scholarship - pre-seminary, teaching, director of Christian education or director of evangelism ministry
• Clem & Anne Ulbricht Scholarship - enrolled in the CSP nursing program who are pursuing a degree in a church-work program.
• Linus Ulbricht Memorial Scholarship – general
• Martin and Loretta Vanseth Scholarship – church work students
• Rev. James J. and Jane E. Vehling Scholarship- church work students
• Leroy Vogel Scholarship – pre-ministerial students
• Volkert Family Scholarship – church work students
• Mr. Hubert and Mrs. Audrey Voth Scholarship – church work students
• Erlo Warnke Math/Science Scholarship – math or science students; sophomore or juniors with high GPAs
• Richard and Jeanne Wegner Director of Christian Outreach Scholarship – Director of Christian Outreach students
• Dr. and Mrs. Henry Werling Scholarship – church work students in social science programs
• Dr. Waldo Werning Scholarship – church work students
• Arnold and Bernice Westlund Scholarship – church work students; junior or senior with a music major or minor
• E. Virginia Wheelock Scholarship - church work students
2021-2022 are listed below:

- Current Use Scholarship. Current Use scholarships for academic year to qualified students according to criteria set forth by the donor of the Scholarships – Current Use Scholarships

- The Annabelle and Colton Rossow Elementary Education Annual Scholarship Fund - financial need to students of color who plan to teach in the inner city or an American city, and are involved in CSP Athletics, with first priority going to a student on the baseball team

- David M. Roth Golf Scholarship - golf student athlete enrolled in church work

- Jason and Luma Simmons Annual Scholarship - football student-athlete; financial need; 3.0 GPA

- Sun-Shin-Mee Annual Scholarship - adult undergrad program student

- Undergraduate Business Scholarship - business major; junior or senior student; 3.0 GPA

- Timothy Utter Annual History Scholarship - history major

- Volm Companies Annual Business Scholarship - business student; financial need; GPA greater than 3.0

- Volm Companies Annual Church Work Scholarship - church work student; financial need

Scholarships – Current Use Scholarships

Current Use scholarships are gifts that are received annually, specifically for scholarships, and are to be awarded the academic year after received by Concordia University, St. Paul. Theses scholarships are awarded to qualified students according to criteria set forth by the donor of the Current Use Scholarship. Current Use scholarships for academic year 2021-2022 are listed below:

- Ronald and Lois Behm Scholarship - financial need, first generation

- Belland Health Care Annual Scholarship - pursuing a career in health care with a particular interest in nursing

- Katharine R. Berwald Art Major/Studio Art Endowed Scholarship Fund - art major with an emphasis in studio art and maintaining a "B" average

- Chicago Crew Scholarship - first generation; financial need; with preference to a student in the College of Humanities and Social Sciences or the College of Education

- LaRue and Dorothy Fischer Scholarship Fund - science major leading to a career in the medical field, and who have completed at least two years of their undergraduate studies

- The David and Sandra Frauenshuh Annual Scholarship - half to a health card student; half to a business major

- Rev. Dr. Brian L. (’79) and Dr. Laurie A. (’80) Friedrich Annual Scholarship - Masters of Teaching Program; financial need

- Caleb and Nate Hays Memorial Scholarship - student in the Adult Undergraduate Program

- Julianna Marie Hillmer Annual Scholarship - who participate in one of the Concordia choirs, and who are selected for the scholarship based on vocal audition and the needs of the choral program.

- The Anna Klombies Annual Scholarship - female students with children; financial need

- Spirit of Kos Annual Scholarship - baseball student athlete

- Kathleen and Richard Lane Annual DCE Scholarship - Director of Christian Education student

- Arlene Kivell Leslie Annual Music Scholarship - financial need; music major; who have completed at least two years of their undergraduate studies

- Dr. Loren R. Leslie Science Scholarship - junior or senior science major

- Anna M. Marchand Annual Scholarship - students who face challenging circumstances and are enrolled in the adult undergraduate program, with preference given to female students.

- Delbert and Dorleen Mueller Scholarship Fund - shows great potential for outreach and mission ministry, and has a high GPA.

- Carroll E. and Helen (Bierwagen) Peter Annual Scholarship - junior or senior students/ financial need; half to music major and half to natural science major

- Rev. Dr. Thomas K. Ries Annual Business Scholarship - senior student; financial need

Legal Notices

The Concordia University Board of Regents operates Concordia University as an institution of higher education.

All information in this Academic Catalog was current at the time of publication. However, the information in this catalog does not constitute a contract between Concordia University and the student. The material contained in this catalog is for information only. The university reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice. All questions may be referred to the Office of Academic Affairs. Concordia University, Saint Paul, is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions of higher education.

Student Consumer Information

Concordia University fully complies with Public Law 101-542 The Student Right-to-Know and Campus Security Act, as amended by Public Law 102-26, the Higher Education Technical Amendments of 1991. Under these laws, retention and completion rates for entering students are kept by the associate dean of enrollment and are available to all current and prospective students. The Safety and Security office makes available to all students various policies and statements regarding campus security, including statistics on various types of crime that may have occurred. A copy of the campus Alcohol and Drug Policy can be found in the Student Policies Handbook.

Notice of Non-Discrimination

Concordia University does not discriminate for admission of students on the basis of race, color, creed, religion, national or ethnic origin, disability, sex, age, marital status, veteran or veteran disability status, or sexual orientation.

Any persons having inquiries concerning Concordia University’s compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact one of the following:

Milissa Orchard, Director of Human Resources
Concordia University
1282 Concordia Avenue  
Saint Paul, MN, 55104-5494  
(651) 641-8268 or HRorchard@csp.edu (becker@csp.edu)

Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.

Family Educational Rights and Privacy Act - Confidentiality

Students enrolled at Concordia University, Saint Paul, are required to give certain information in order that the university may make reasonable judgments about them, provide services, and give informed advice regarding courses to be followed. Such personal data and information may become part of the student education record. Students may make the justifiable assumption that the university, as custodian of this data, will preserve the data’s private nature. By requiring or requesting such information, Concordia University gives assurance that the information will be protected against improper disclosure.

Concordia University observes the following principles:

1. Appropriate Concordia University officials are held directly responsible and accountable for the careful protection of student education records against possible misuse.

2. Within Concordia University, student education records will be used only for appropriate research, educational, and Concordia University administrative functions. Access to those records is allowed only to those members of Concordia University community whose designated responsibilities reasonably require access or to persons to whom the student has given written permission for access.

3. Concordia University provides the student with the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.

4. Concordia University gives students the right to request amendment of the contents of student education records, to have a hearing if the result of the request for amendment is unsatisfactory, and to include a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.

5. Concordia University notifies students annually of their privacy rights, and where copies of the Concordia University policy and procedures on access to student records may be obtained.

6. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.

Student Education Records

Directory Information - Category I

The student’s name, address, electronic (E-mail) address, home town, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), major, minor, adviser, photo, college and class, academic awards and honors received (including dean’s list recognition), curricular and co-curricular activities, and (in the event of the student’s graduation) the degree(s) received/conferred (including dates), are matters of public record or directory information. Therefore, Concordia University officials and departments may provide this information, in answer to inquiries, without requiring authorization from the student. However, students may prohibit disclosure of directory information at any time during their enrollment. The entire student file may be marked confidential if the student completes a Student Information Suppression / Release Form. The form is available on the Student Portal. Records remain suppressed until a Student Information Suppression / Release Form is completed to release information.

Directory Information Category II (For Student Athletes Only)

Past and present participation in university sponsored athletics, physical factors (height, weight of athletes) and birth date are considered directory information for athletes only.

Other Student Educational Records

Student education records other than directory information include, but are not limited to: transcripts, test scores, college advising records, disciplinary files, financial aid information, housing records, and records of educational services that are provided to students. Such records are not disclosed to anyone except:

1. The student and others on written authorization by the student;
2. Persons within Concordia University who have a legitimate interest in the information for educational, administrative, or research purposes;
3. Other educational institutions in which the student seeks to enroll, provided the disclosure is limited to official copies of student transcripts or test scores from the appropriate Concordia University office;
4. Other organizations conducting educational research studies provided the studies are conducted in a manner that will not permit identification of students and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
5. Persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student in advance of compliance thereof;
6. Appropriate persons in connection with an emergency, provided the information is necessary to protect the health or safety of the student or other individuals;
7. Accrediting organizations and state or federal education authorities when the information is needed for auditing, evaluating, or enforcing legal requirements of educational programs, provided the accrediting organizations and authorities protect the data in a manner that will not permit the personal identification of students and personally identifiable information is destroyed when no longer needed;
8. Appropriate persons or agencies in connection with a student’s application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid;
9. Parents of a dependent student as defined under the Internal Revenue Code. (Each time a parent requests access to records the parent must submit a current tax statement listing the dependent student.)

Other Student Records - Non-Academic

Concordia University maintains other records that contain information about students. Information in medical or psychological counseling records, including results of examinations by Concordia University personnel, is afforded greater protection. Concordia University obtains
such information with a commitment as to its highly private nature. Such records should not be disclosed except

a. under direct written authorization by the student,
b. pursuant to a court order signed by a judge, or
c. as otherwise required by law.

Concordia University Security and Human Resources records contain information about students, but are not student education records and are not covered by this policy. University offices which are responsible for such records observe information release policies which protect the subjects of such records against improper disclosure and are consistent with applicable laws.

The Title IX implementing regulations at 34 C.R.F. 106.8(a) require that each recipient designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The coordinator’s responsibilities include investigating complaints communicated to the recipient alleging noncompliance with Title IX. Section 106.8(a) also requires the recipient to notify all students and employees of the name, address, and telephone number of the designated coordinator. Section 106.8(b) requires that each recipient adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX. To file a grievance regarding possible Title IX Compliance, grievance must be submitted in writing to Cheryl Chatman, Title IX Coordinator.

**NCAA Eligibility**

**Concordia University Athletics and NCAA Eligibility**

Intercollegiate athletics are considered an integral part of Concordia University’s educational experience. Concordia University is a member of the National Collegiate Athletic Association (NCAA) Division II and the Northern Sun Intercollegiate Conference (NSIC). The university agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students’ participation in intercollegiate athletics are available through the Office of the Athletic Director.

The Director of Athletics supervises and directs the intercollegiate program of athletics. The Director of Athletics recommends the appointment of coaches for the various teams.

The Assistant Athletic Director for Compliance and the Faculty Athletic Representative are charged with the responsibility of ensuring that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the NCAA prior to their representing the institution in any manner. The Equity in Athletics Disclosure Report (EADA) can be found in the athletic department. The report can be requested from the Assistant Athletic Director for Compliance.

**Freshman NCAA Eligibility Requirements**

A student-athlete who enrolls in a Division II institution as a freshman shall meet the following academic requirements to be considered a qualifier and thus be eligible for financial aid, practice, competition and travel during the first academic year in residence.

**Qualifier**

A qualifier is defined as one who is a high-school graduate and who presented the following minimum academic qualifications:

A minimum grade point average of 2.20 (based on a maximum 4.00) in a successfully completed core curriculum of at least 16 academic courses.

1. The record of the above courses and course grades must be certified by the NCAA Eligibility Center using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution’s department of University Enrollment, Marketing and Enrollment, and

2. A minimum combined score on the SAT verbal and math sections or a combined score on the ACT that meets the NCAA sliding scale requirements. The required SAT or ACT score must be achieved under national testing conditions on a national testing date. By clicking here (https://www.ncaa.org/sites/default/files/2018DIIEC_Requirements_Fact_Sheet_20180117.pdf), you can view the sliding scale requirements. The standardized test score requirement has been waived for incoming students athletes during the 2021-2022 and 2022-2023 academic years.

**NCAA Progress Toward Degree Requirements**

The student-athlete must demonstrate continued academic achievement in subsequent years while participating in athletics.

The following requirements must be fulfilled on an annual basis in order for a student-athlete to maintain their NCAA Eligibility.

1. Student-athlete must pass 9 credits toward their major/minor/general education program each semester.

2. Student-athlete must pass 24 credits toward their major/minor/general education program between Fall, Spring and Summer (Please note: An athlete may only take 6 credits during the summer session that can count towards this requirement).

3. Student-athlete must have a minimum 2.00 cumulative GPA after Fall, Spring and Summer.

Please keep in mind if your major or minor require a certain grade in a course, Concordia University can only count those credits if you receive a grade that meets those requirements (If a grade of C or higher is required for your major/minor and you receive a D, this institution cannot count those credits).

NCAA legislation requires a student-athlete who is in their fifth semester or beyond to have declared a major with the Registrars office at Concordia University. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution.

Students who have attended college previously are eligible to participate in intercollegiate athletics under other regulations. It is important that the prospective student-athlete determine, with the help of the Assistant Athletic Director for Compliance, which set of rules apply.

**Quick Facts about NCAA Eligibility**

1. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below “100” in the number system and repeated courses do not count toward satisfying the “normal progress” rule.
2. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of “D” (or the equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of “C” or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.

3. All athletes must maintain a cumulative grade point average of 2.00.

4. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sport season shall retain eligibility in the particular sport for participation in post season approved events.

5. A student must meet the standards of the athletic conference and associations of which the university is a member.

6. A student must meet the requirements listed under medical examination in order to be eligible.

7. All athletes must be covered by health and hospitalization insurance.

8. Final authority regarding participation rests with the Director of Athletics.

9. The Director of Athletics may refer hardship cases to the Assistant Athletic Director for Compliance. Medical hardship cases deal only with seasons or competition and must receive final approval by the Northern Sun Intercollegiate Conference or Great Lakes Intercollegiate Athletic Conference staff.

10. The university does not provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.

Previous Catalogs

Previous versions of the Concordia University Catalog are available as follows:

PDF Versions

- 2010-2011 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2010-11.pdf)

- 2016-2017 Academic Catalog (http://catalog.csp.edu/university-information/previous-catalogs/CSP-Academic-Catalog-2016-17.pdf)

HTML Versions


Student Code of Conduct

STUDENT CODE OF CONDUCT PURPOSE

Members of a university community share purposes that require mutual respect and trust and a commitment to provide and foster a living and learning environment of mutual responsibility. The university community has a special interest in the prevention of certain modes of conduct which are harmful to the interests of the members of the university community. The office of Judicial Affairs has been established to act to protect the rights of all students. By serving as “prosecutor” in cases of alleged violations of university policies, the senior student life administrator is protecting the rights of the students as a community.

ARTICLE I: DEFINITION OF TERMS

The following definitions of terms apply to their use in this document. The senior student life administrator and/or senior academic administrator is the person designated by the University President to be responsible for the administration of the Student Code.

- The term “Allegation” refers to an official written statement alleging a violation of University Code of Conduct and includes but is not limited to an Official Security Incident Report, Residence Life Incident Reports, and any/or written statement submitted by a member of the University Community.

- The term “Administrative Appeals Board” means any person or persons authorized by the senior student life administrator and/or senior academic administrator to consider an appeal from a Judicial Body's determination that a student has violated the Student Code or from the sanctions imposed by the Judicial Advisor.

- Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of academic integrity include “cheating”, “plagiarism”, and “recycling” as defined by the university’s Student Code of Conduct (SCC). [FH 6.87 & 9.66]

- The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff (4) academic deception (e.g.
The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. [FH 6.87 & 9.66]

- The term “recycling” may be new to some. Instructors expect that work submitted in a course is original work done for that course. These are two examples of recycling:
  - Submitting your own work, which has been submitted and graded for an earlier course, for a second course.
  - Submitting your own published work as original work for a course. [FH 6.87 & 9.66]
- The term “faculty member” means any person hired by the University to conduct classroom activities.
- The term “Judicial Advisor” means a University official authorized on a case-by-case basis by the President to impose sanctions upon students found to have violated the Student Code. The President may authorize a Judicial Advisor to serve simultaneously as a Judicial Advisor and the sole member or one of the members of a Judicial Body. Nothing shall prevent the President from authorizing the same Judicial Advisor to impose sanctions in all cases.
  - The term “Judicial Body” Refers to one or more Judicial Officers.
  - The term “judicial hearing” is a process in which meetings and investigations with involved parties and or witnesses are held and disciplinary outcomes are determined.
  - The term – “Judicial Officer” means the University official designated by the Judicial Advisor to investigate reported incidents and impose sanctions.
  - The term “may” is used in the permissive sense.
  - The term “member of the University community” includes any person who is a student, staff, faculty member, University official, authorized volunteer, contracted campus partner or any other person employed by the University. A person’s status in a particular situation shall be determined by the senior student life administrator.
  - The term “organization” means any number of persons who have complied with the formal requirements for University recognition.
  - The term “policy” is defined as the written regulations of the University as found in, but not limited to, the Student Code of Conduct, Student Policies Handbook, Residence Hall Agreement and Academic Catalog.
  - The term “shall” is used in the imperative sense.
  - The term “student” is defined as any person who is admitted, enrolled or registered for study at CSP for any academic period and/or those who may attend other educational institutions and reside in an CSP residence hall or attend CSP classes. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in, CSP are considered “students”. A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, preseason athletic camps, orientation, placement testing, and residence hall check-in.
  - The term “University” means Concordia University, St. Paul.

- The term “University official” includes any person employed by the University, performing assigned administrative or professional responsibilities.
- The term “University premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including adjacent streets and sidewalks).

**ARTICLE II: JUDICIAL AUTHORITY**

- The Judicial Advisor shall develop policies for the administration of the judicial program and procedural rules for the conduct of hearings, which are not inconsistent with provisions of the Student Code.
- Decisions made by a Judicial Body and/or Judicial Advisor shall be final, pending the normal appeal process.
- A Judicial Body may be designated as arbiter of disputes within the student community in cases, which do not involve a violation of the Student Code. All parties must agree to arbitration, and to be bound by the decision with no right of appeal.

**ARTICLE III: PROSCRIBED CONDUCT**

**A. Jurisdiction of the University**

1. Generally, University jurisdiction and discipline shall be limited to conduct which occurs on University premises or which adversely affects the University community and/or the pursuit of its objectives. If the University is made aware of an infraction of the Student Code of Conduct off campus, actions may be taken.

2. Students are responsible for the violations of their on-campus guests, and for the damages and/or losses caused by their guests.

**B. Conduct – Rules and Regulations**

Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV, Section B:

1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty;
   b. Furnishing false information to any University official, faculty member or office;
   c. Forgery, alteration, or misuse of any University document, record, or instrument of identification;
   d. Tampering with the election of any University-recognized student organization; or
   e. Unauthorized use of University copy, telephone and computer systems.
   f. Attempting, aiding, abetting, being an accessory to or failing to report any act prohibited by the University policy shall be considered the same as a completed violation.

2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus or other authorized non-University activities, when the act occurs on University premises.
   a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program.
   b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well.
c. Disruption includes sports and other activities in hallways, stairwells and office areas that is occurring for reasons outside of education. This includes, but is not limited to, bouncing balls, riding bike, skateboarding, etc.

3. Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm conditions for person is also prohibited. These actions include, but are not limited to physical abuse, verbal abuse, threats, intimidation, harassment, coercion, retaliation and/or other conduct which threatens or endangers the health or safety of any person.

4. Attempted or actual of and/or damage to property of the University or property of a member of the University community or other personal or public property. Theft includes seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner’s permission is also prohibited.

5. Hazing, defined as an act which endangers the mental, emotional or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy.

6. Failure to comply with directions, failure to identify oneself, and/or failure to answer truthfully when addressed by University officials or law enforcement officers acting in performance of their duties.

7. Unauthorized possession, duplication or use of keys, access cards or access codes to any University premises or unauthorized entry to or use of University premises.

8. Violation of published University policies, rules or regulations.

9. Violation of federal, state or local law on University premises or at University sponsored or supervised activities.

10. Use, under the influence of, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.
    a. NOTE 1: This includes, but is not limited to, the possession or use of illegal drugs or drug paraphernalia (e.g. hookahs, bongs, blow tubes, blunts, look-alike drugs). See Note 1 under alcohol.
    b. NOTE 2: The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, “designed,” or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. Any dilute, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.
    i. The drug policy includes, but is not limited to, the possession of a prescription drug not issued to the student, the inappropriate or unlabeled storage of prescription drugs, falsifying prescriptions, and/or furnishing one’s prescription drug(s) to another.

11. Use, possession or distribution of alcoholic beverages or alcoholic beverage containers or public intoxication except as expressly permitted by law and University Policy.
    a. NOTE 1: The University will also consider ALL individuals found in a location where an alcoholic beverage or drug is present to be in possession of an alcoholic beverage/drug. This would include locations off campus (e.g. underage students drinking in a bar or at a house party).
    b. NOTE 2: Minnesota state law prohibits the consumption of alcohol by a person under the age of 21, whether consumed on or off campus. Any underage person who is encountered by Campus officials and is suspected of having consumed alcohol may be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the underage student. Any student who refuses to provide a breath sample for a PBT will be considered in violation of this policy and will be subject to discipline for their failure to submit to the PBT test.

12. Possession of firearms or other weapons including but not limited to, lasers, stun guns, pellet guns, explosives, fireworks or dangerous biological or chemical substances on University premises except in those instances when expressly authorized by University authority for activities properly requiring the use or possession of the item.

13. Participation in activities which disrupts the normal operations of the University and infringes on the rights of other members of the University community, leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; or intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.

14. Conduct which is disorderly or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace on University premises or at functions sponsored by or participated in by the University.

15. Conduct which goes against the Concordia University, St. Paul, Network Access and Acceptable Usage Policy.

16. Abuse of the Judicial System, including but not limited to:
    a. Failure to obey the summons of a Judicial Body or University official;
    b. Falsification, distortion, or misrepresentation of information before a Judicial Body;
    c. Disruption or interference with the orderly conduct of a judicial proceeding;
    d. Institution of a judicial proceeding knowingly without cause;
    e. Attempting to discourage an individual’s proper participation in, or use of, the judicial system.
    f. Attempting to influence the impartiality of a member of a Judicial Body prior to, and/or during the course of, the judicial proceeding;
    g. Harassment (verbal or physical) and/or intimidation of a member of a Judicial Body prior to, during, and/or after a judicial proceeding;
    h. Failure to comply with the sanction(s) imposed under the Student Code; or
    i. Influencing or attempting to influence another person to commit an abuse of the judicial system.

17. Gambling or wagering (except for that provided under Minnesota Statutes).

18. Sexual misconduct, including lewd behavior (see Sexual Misconduct Policy).

19. Conduct resulting in breach or potential breach of security (propping doors, using windows for entering/exiting, defeating locks, etc.)

20. Display of pornographic pictures, vulgar graphics, or drawings offensive to a Christian university community and constituency.

21. Intentional activation of a fire or smoke alarm when no emergency exists.
22. Destruction or making dysfunctional any fire alarm or other part of the emergency communication system.
23. Use, misuse, under the influence of, possession or distribution of mood altering substances except as prescribed by a licensed medical provider.
24. University Faculty and staff do not monitor online communities. The University does not forbid faculty/staff and students from joining and participating in online communities. Any behavior that violates any University policies brought to the attention of a University official will be treated as an opportunity to educate and a judicial sanction may occur.
25. Individuals are prohibited from entering community and public bathrooms designated for members of the opposite sex.
26. Tobacco and Smoking – failure to comply with listed University tobacco and smoking policy.
27. Retaliation
   a. Retaliation is defined as any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for alleging harassment or discrimination, supporting a complainant or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.
   b. Acts of alleged retaliation should be reported immediately to the Title IX/Equity/AA Coordinator or to the VPSA or Dean of Students and will be promptly investigated. Concordia University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.
28. The operation of an unmanned aircraft system (UAS), a drone, is regulated by the Federal Aviation Administrations (FAA). Drones are permitted only for educational and/or research purposes. To operate a drone, approval must be obtained from the Director of Security at least three University business days in advance. Email requests should be sent to security@csp.edu and include date, time purpose and length of drone operations and campus location where the UAS will be used.
29. The use and storage of any and all hover board devices (also known as self-balancing scooters or smart boards) is prohibited on University property.

C. Violation of Law and University Discipline
1. If a student is charged only with an off-campus violation of federal, state, or local laws, but not with any other violation of this Code, disciplinary action may be taken and sanctions imposed for grave misconduct which demonstrates flagrant disregard for the University community. In such cases, no sanction may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g., “no contest” or “nolo contendere”).
2. University disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this Student Code, for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.
3. When a student is charged by federal, state or local authorities with a violation of law, the University will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a Judicial Body under the Student Code, the University may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the University community. The University will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

ARTICLE IV: THE DISCIPLINARY REVIEW PROCESS

A. Submitting an Incident Report/Allegation and Procedures
1. Any member of the University community may bring an allegation against a student for misconduct. Allegations/Incident Reports must be presented to the Judicial Officer via the link found online at www.csp.edu/reporting and should be submitted as soon as possible after the event takes place. Allegations/reports should include the following:
   a. The date, time, and location of the incident;
   b. The name(s) of the individual(s) involved;
   c. The specific details of the allegation; and
   d. The name(s) of all witnesses and the individual submitting the allegation/report.
2. The Judicial Officer will notify the alleged student(s) of the allegations brought against them in an allegation notice. The allegation notice will be sent via University email to the University provided email account. The alleged student may choose to admit to the allegation in person or in writing using the allegation notice. Failure to respond to the allegation notice by the stated date and time will be considered admission to the allegation. If a student chooses not to schedule and/or attend a hearing, a determination is made about his or her involvement without his or her input, and the student’s right to appeal is forfeited.
3. If the student denies the allegations, the Judicial Officer or Judicial Body may conduct an investigation to determine if the allegations have merit and/or if they can be dealt with through the mutual consent of the parties involved.
4. Upon the completion of the investigation, the Judicial Officer or Judicial Body may determine the allegation to be a violation, a non-violation or refer the case to the senior student life administrator.

B. Sanctions

Concordia University, St. Paul has created its policies and guidelines for student behavior with the intention of protecting the rights of the community as a whole while assisting students as they develop and define their personal values and boundaries. When misconduct does occur, the University will make every effort to address each situation individually. In so doing, issues of frequency, attitude and circumstance will be considered with the intent of holding each individual personally responsible for his or her individual actions. The goal is to work with students individually in order to design interventions that will promote growth and healing.
1. Sanctions: One or more of the following sanctions may be imposed upon any student found to have violated the Student Code. The University holds the right to impose sanctions not listed below at the discretion of the Judicial Officer. For life and safety related concerns, referrals may be assigned in conjunction with University Sanctions.
   a. Warnings: Warnings will be issued in cases of minor misconduct or in cases of unique circumstance. Warnings may include contractual sanctions that would only be enforced if the student repeats the misconduct.
   b. Fines: In cases of gross and/or repeated misconduct, the University reserves the right to use additional disciplinary sanctions.
   c. Restitution: Students should expect to be held financially accountable for the cleaning, repair and/or replacement of lost, damaged or stolen property. Further, compensation for physical injury may be included in the sanctioning process.
   d. Community Service: The goal of community service is twofold: to provide meaningful service to the local community and to allow the student to build a stronger sense of self through the building of relationships, integrity and a sense of achievement. The University Judicial Officer may assign community service hours to be completed on or off campus.
   e. Alcohol Education: Students violating the University alcohol policy may be required to attend an approved alcohol education class. The class should address issues of alcohol abuse, alcoholism, family systems, responsible drinking and sources of help for individuals with drinking problems.
   f. Educational Sanctions: Students may be required to perform community service, write a paper, complete an online educational course, or any other activity deemed appropriate for the violation.
   g. Hall Restriction: The goal is to help students respect their visitation privileges. Students on hall restriction will not be allowed to meet with members of the opposite sex in residence hall rooms.
   h. Disciplinary Probation: Disciplinary probation is a strong warning that any further violation of the Student Conduct Code may result in suspension or expulsion from the residence halls and/or the University. Generally, students who are expelled from the residential halls and/or placed on University probation will not be allowed to publicly represent the University (such as in athletics, music, drama, or student government). As the University believes that extracurricular activities are a valuable component of a university education, students may be allowed to appeal to the Judicial Officer requesting that community service hours be exchanged for the opportunity to represent the University.
   i. Residence Hall Suspension and Expulsion: Students persisting in misconduct within the residence halls, or in misconduct directly related to life in the residence halls, may be suspended or expelled from the residence hall. A suspension will consist of being removed from the residence hall for a specific period, after which the student may reapply for admittance to the residence hall. Expulsion from the residence halls is permanent.
   j. Suspension from the University: Students suspended from the University will not be allowed to attend class or participate as a Concordia student in any capacity for a determined period of time. Conditions for readmission may be specified.
   k. Expulsion from the University: Students expelled from the University will not be allowed to attend class or participate as a Concordia student in any capacity. University expulsion is permanent.

I. Disciplinary Hold: Disciplinary holds are used exclusively in cases when students have not completed previously assigned sanctions. When students do not complete sanctions on time, a disciplinary hold will be placed on their student account. This hold will prevent the student from registering for class, obtaining grade reports and receiving a student or official copy of their transcript. Disciplinary holds are set and lifted by the Judicial Officer. Holds will be lifted when students complete assigned disciplinary sanctions or develop a written contract with the Judicial Officer outlining when and how sanctions will be completed.


2. Student Records: the University maintains two separate sets of records regarding student misconduct.
   a. Academic Records: Other than expulsion or suspension longer than 30 days from the University (Disciplinary Review, Article IV B.1 j-l), disciplinary sanctions will not be part of the student’s permanent academic record. Academic records are maintained by the University Registrar.
   b. Disciplinary Records: The University maintains a file in the office of Judicial Affairs for each person found to be responsible for a Code of Conduct violation. Judicial Affairs may, under FERPA exception, disclose information related to student conduct records to Concordia University officials with legitimate educational interests. The Office of Judicial Affairs may, at the student’s request, reveal the contents to other University departments, employers, schools and others. The Judicial Officer is required to provide access to a student’s file when subpoenaed by a court or federal agency, or as otherwise required by law.
   c. A student wishing to view his or her conduct file should contact the Office of Judicial Affairs to schedule an appointment. Federal Law requires that the requested file be reviewed and information on any other student be redacted. The requesting student will be permitted to view his or her prepared file, but will not be allowed to copy, take pictures, or otherwise record the documents. This request will be fulfilled within 45 days of the written request. Student Judicial files are normally kept for seven (7) years.

3. The following sanctions may be imposed upon student groups or organizations:
   a. Sanctions listed in Disciplinary Review, Article IV.B.1, a-m,
   b. Deactivation for a specified period of time. Deactivation includes the loss of all privileges, including University recognition.

C. Appealing Decisions

1. Right to Appeal: Students have the right to request an appeal based on the criteria discussed below (Article IV C3 a-c). All requests for appeals must be made in writing and submitted to the Judicial Advisor within 72 hours of the decision. If a student chooses not to schedule and/or attend a hearing, a determination is made about his or her involvement without his or her input, and the student’s right to appeal is forfeited. Students are allowed one appeal per case, and each case can be only appealed once.

2. Appeal Process:
   a. A Request for Appeal is made in writing to the Judicial Advisor within 72 hours.
   b. Request for Appeal is evaluated on the merits of criteria listed below (Article IV C3 a-c) by the Judicial Advisor.
c. Administrative Appeals Board evaluates the appeal and makes final decision on the appeal.
d. Decision on the appeal is communicated with those parties involved.
e. Decisions of the Administrative Appeals Board are final.

3. Reviewing Appeals: Appeals will be reviewed on the following basis:
   a. That the decision was made contrary to existing University policy or sanctions are outside parameter of violation,
   b. That information used to reach a decision was incomplete or inaccurate, and/or
   c. That circumstances beyond the control of the student prevented the student from responding to the allegation in a timely manner.

D. Interim Suspension

In certain circumstances, the Judicial Officer may impose a University or residence hall suspension prior to the hearing before a Judicial Body.

1. An interim suspension may be imposed only:
   a. to ensure the safety and well-being of members of the University community or preservation of University property;
   b. to ensure the student's own physical or emotional safety and well-being;
   c. if the student poses a definite threat of disruption of the normal operations of the University; d. to allow the student to attend to legal matters outside the University.

2. During the interim suspension, students will be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible.

3. Decisions regarding an interim suspension are made by the Judicial Advisor and may be appealed only to the senior student life administrator.

INCIDENT REPORT FORM

A link to the Incident Report Form can be found online at www.csp.edu/reporting.

AMNESTY

Underage possession or consumption immunity provided for a person seeking assistance for another Minn. Stat. 340A.503, the law pertaining to underage possession and consumption of alcohol. It provides that if a person contacts a 911 operator to report that the person or another person is in need of medical assistance for an immediate health or safety concern, the person is not subject to prosecution under this law. The immunity applies if the person is the first person who initiates contact. The person must also provide a name and contact information, remain on the scene until assistance arrives, and cooperate with the authorities at the scene. The person who receives medical assistance is also immune from prosecution. The law also applies to one or two persons acting in concert with the person initiating contact provided that all the same requirements are met.

MODIFICATIONS

The University reserves the right to change or modify at any time the Student Code of Conduct, except that any changes will not be applicable to pending cases without the consent of all students involved.

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Student Services/Activities

Student Services

Academic Advising

Academic Advisor -

Your Academic Advisor will assist in course selection and registration, academic and career planning, selecting major/minor, degree planning and connecting you with on-campus resources to ensure academic success. New students are assigned an academic advisor based on indicated interests or intended academic majors. Peer Advisors provide additional assistance to first-year students and incoming transfer students. For more information about academic advising, contact the Director of Advising at (651) 603-6271

Faculty Advisor -

Your Faculty Advisor assist students in understanding their major/minor, career outcomes and internships or experiential learning. The faculty advisor provide a mentor relationship with students to help them discover their strengths and how to best put them into practical experiences.

Academic Advising Center -

The Academic Advising Center, located in Luther Hall, room 110, offers walk-in advising to all students. Information on adding and dropping courses, academic policies and procedures, General Education requirements, declaring a major, degree planning and academic appeals

Career Services

Career Services at Concordia University is committed to preparing individuals to make thoughtful and informed choices about their vocation, integrating career planning with academic and life experience, and teaching skills that contribute to successful career management. For those students unsure of a career direction, career advising is available to help in career planning and decision-making. Numerous resources are available to assist all students in preparing for the job, internship, or graduate school search. Part- and full-time job and internship listings are available on our online job board. A career development course is also available: Career Strategies (SSS 225). For more information about Career Services, contact the Director of Career Services at (651) 603-6241.

Student Accessibility Services

Concordia University is committed to providing an accessible education to qualified, currently enrolled students who have either temporary or longer-term disabilities. A student with a disability is one who has a condition (physical, emotional, cognitive, or acute medical) that significantly impacts their ability to perform daily functional activities. Student Accessibility Services can:

- help determine if you may have a disabling condition that impacts educational programs or services
- maintain confidential records pertaining to disability verification separate from an academic file
- determine reasonable accommodations for courses in cooperation with faculty/students
- provide referral for additional testing or supportive services (e.g., counseling, tutoring services)
- orientation for physical access needs on campus
- set up academic supports that may help in classes (e.g., test taking, note taking, alternative text)
• provide individual, one-one consultation on a wide variety of disability related issues


Health Insurance
Starting with the 2019 coverage year, there is no longer an individual mandate for not having health insurance. Concordia University, however, encourages students to still carry their own health insurance prior to coming to campus. Concordia University assumes no liability for student illness or injury and no responsibility for medical bills and/or services contracted for or by students. It is the responsibility of the student to carry the insurance card at all times to have available in case of illness or injury.

Students and families that are concerned about health insurance should know that there are many options available to students. One option is for students to continue coverage under their parent's policy until the age of 26 or purchasing coverage through an insurance exchange. Another would be to utilize state health plans and coverage at https://www.healthcare.gov/ or for Minnesota residents, MNsure.org.

Learning Services
Learning Services staff assists students in learning skills and strategies that help them achieve academic and personal success. Learning assistance is provided through individual counseling and through several credit-bearing courses. For more information and learning resources, visit the Learning Services website at www.csp.edu (http://www.csp.edu).

Student Support Services Courses (SSS)
CSP Student Support Services courses (p. 259)

Tutoring & Writing Services
Tutoring for courses and subjects is available free of charge to Concordia University students to help them achieve academic success and improve their study skills. Writing support is available to all students to help them improve the focus, content, clarity, grammar, and mechanics of their writing. Tutoring and writing services are available in-person or online in one-on-one or group settings. Additional information is available on the Tutoring & Writing Support website at library.csp.edu/tutoring (http://library.csp.edu/tutoring/).

Students who excel in subjects may apply to become Peer Tutors. This position provides students with the opportunity to explore their interests, connect with others, practice workplace skills, and enjoy the additional benefits of increasing their understanding of a subject. Additional information on becoming a tutoring is available at library.csp.edu/tutoring (http://library.csp.edu/tutoring/).

Service Learning
Service-learning at Concordia University is defined as an experiential approach to teaching and learning that intentionally combines meaningful community or public service with an academic application, development of civic responsibility and personal growth. Service-learning opportunities are ones that are mutually beneficial. Service-learning opportunities can be either curricular – that is, tied to a class – or co-curricular, and these opportunities may involve direct service, indirect service, advocacy, or research. In addition to several course offerings, the Center for Student Engagement also offers a variety of other opportunities for students to engage, including (but not limited to) student club involvement, National Hunger and Homelessness Awareness Week, and service trips over winter and spring breaks. For more information, contact the CSE Director at (651) 641-8236 or check out the website at the CSE website.

University Ministry
University Ministry at Concordia University, Saint Paul, also known as CSP Ministry, seeks to provide a Christ-centered, team-based, approach to ministry that supports the spiritual formation of a diverse student population within the context of the Christian Gospel found in the Scriptures. We commit to being a relational presence across the university, walking with students of every kind during their Concordia experience. CSP Ministry serves the spiritual needs of the Concordia community with prayer support, discipleship, encouragement, and devotional and relational opportunities.

Whether you describe yourself to be a life-long Lutheran, a new Christian, someone just asking questions about faith, or at any other place in your spiritual life, you are welcome to participate in chapel services, Bible studies, and conversations. CSP Ministry is here to meet you where you are on your spiritual journey and invites you to experience God's love for you expressed in the Gospel of Jesus Christ.

Ministry Opportunities
• Morning Chapel
  • Monday & Friday at 10:30am
  • Tuesday & Thursday at 11:30am
  • Wednesday Communion 7:30am

• Evening Chapel
  • Monday, Tuesday, & Thursday at 10:00pm
  • Wednesday at 9:08pm

• Lectors
• Musicians
• Sound Technicians
• Scripture Studies
• Cornerstone Men's Ministry
• Propel Women’s Ministry
• 908 (Wednesday evening student-led, contemporary chapel service)
• Evening Chapel Coordinators and Musicians

Chapel Services and Devotional Life
Concordia University’s sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition. Times of devotion around scripture and song are at the center of campus life and relate to all campus activities, whether academic, social, cultural, or co-curricular. All members of the campus community are welcomed as participants in the devotional assembly. Chapel is held each weekday morning as well as Monday-Thursday evenings in addition to festival celebrations and devotional activities in spaces across campus.

Spiritual Care
CSP Ministry seeks to be a support and walk along side of students through their journey at Concordia University. Spiritual care, including conversation, prayer, hospital visits, and other resources are available from the CSP Ministry staff. CSP Ministry staff are confidential
personnel. Additionally, personal and academic counseling services are available with Student Accessibility Services and Learning Services.

Prayer requests can be submitted at gundermann@csp.edu or ministry.csp.edu and can be kept confidential or prayed for in chapel. To request spiritual care or get connected with CSP Ministry staff, email gundermann@csp.edu or cspministry@csp.edu.

NCAA Division II Athletics
Intercollegiate athletics are considered an integral part of Concordia University’s educational experience. Concordia University is a member of the Northern Sun Intercollegiate Conference and a member of the NCAA Division II.

The university is a member of the National Collegiate Athletic Association (NCAA) and agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students’ participation in intercollegiate athletics are available through the office of the Athletic Director.

The Director of Athletics supervises and directs the intercollegiate program of athletics for men and women. The Director of Athletics recommends the appointment of coaches for the various teams.

- Men’s Baseball
- Men’s Basketball
- Women’s Basketball
- Men’s Cross Country
- Women’s Cross Country
- Men’s Football
- Women’s Golf
- Men’s Golf
- Women’s Lacrosse
- Women’s Soccer
- Women’s Softball
- Women’s Swim and Dive
- Men’s Indoor & Outdoor Track
- Women’s Indoor & Outdoor Track
- Women’s Volleyball

Other Activities & Organizations
- Center for Hmong Studies (http://www.csp.edu/about/programs-institutes/center-for-hmong-studies/)
- Hoffmann Institute (http://www.csp.edu/about/programs-institutes/)

Tuition and Fees
Tuition and Fees 2021-2022
Payment of Fees
Tuition and fee charges, including any balance due after disbursement of financial aid, must be paid using one of the below options.

Payment in Full
Payment in full (or the total balance due after accounting for financial aid) made by the first due date of the CSP Installment Plan (below). Students may pay online, by mail or in person.

- Online – Make a payment online 24/7 by credit card or bank transfer from a checking or savings account online.
- By mail – Send check or money order to:
  Concordia University – St. Paul
  NW 5884
  P.O. Box 1450
  Minneapolis, MN 55485-5884
  Please reference your Concordia ID number

  In person – Check, money order, or cash is accepted at the cashier’s window on campus.

  Cashier Hours: 8:00 am – 4:30 pm, Monday – Friday

1 Financial aid awards typically include loan opportunities, for which you must apply and sign a Promissory Note.

CSP Installment Plan
In this plan, you will make payments in up to two installments, plus a $35 enrollment fee, per semester according to the timeline found in the Tuition and Fee Payment Procedure for each semester. This information is found on the portal.

Students who have an outstanding balance due, or have not completed financial aid requirements by the first due date, will be automatically enrolled in the CSP Installment Plan. All late payments will incur a 1% finance charge.

Summer Semester
Summer tuition is due by June 15. Concordia University reserves the right to modify payment plans during the time of student enrollment, specifically from year to year.

Book Purchase Credit
The only students that will be considered for a Book Purchase Credit are those who are Pell Grant eligible and expecting a refund. The amount of the voucher will be equal to the annual published books and supplies allotment.

Traditional Undergraduate Programs
Tuition & Fees (2021-2022)

<table>
<thead>
<tr>
<th></th>
<th>Fall/Spring Semesters</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$11,950</td>
<td>$23,900</td>
</tr>
<tr>
<td>Residence Hall / Food Services</td>
<td>$4,950</td>
<td>$9,900</td>
</tr>
<tr>
<td>Totals</td>
<td>$16,900</td>
<td>$33,800</td>
</tr>
<tr>
<td>Undergraduate (per credit hour, for students registered for 1-11 credits)</td>
<td>$420</td>
<td></td>
</tr>
<tr>
<td>Summer School (2022) per credit hour</td>
<td>$420</td>
<td></td>
</tr>
<tr>
<td>Audit (per class)</td>
<td>$175</td>
<td></td>
</tr>
<tr>
<td>Course overload (per credit hour, over 19 credits)</td>
<td>$260</td>
<td></td>
</tr>
<tr>
<td>DCE or DCO Internship (in lieu of on-campus tuition)</td>
<td>$11,950</td>
<td></td>
</tr>
</tbody>
</table>
### Optional Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking</td>
<td>No charge</td>
</tr>
<tr>
<td>Single Room (additional charge per semester)</td>
<td>$1,250</td>
</tr>
<tr>
<td>Room Charge (per day for early-arrival students)</td>
<td>$30</td>
</tr>
<tr>
<td>Extra institutional credit (includes credit by examination-per credit hour)</td>
<td>$270</td>
</tr>
<tr>
<td>Colloquy tuition rate (per credit hour)</td>
<td>$270</td>
</tr>
<tr>
<td>Private Music Instruction (private lessons)</td>
<td>$215</td>
</tr>
<tr>
<td>Private Music Instruction (honors lessons)</td>
<td>$430</td>
</tr>
<tr>
<td>Science Lab Fees (varies by course)</td>
<td>$25-$50</td>
</tr>
<tr>
<td>Fine Art Fees (varies by course)</td>
<td>$25-$50</td>
</tr>
<tr>
<td>Biology and Chemistry Research Fee (per credit hour)</td>
<td>$100</td>
</tr>
<tr>
<td>Pre-licensure Nursing On Campus Program (semester)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Pre-licensure Nursing ATI Fee (one time first semester)</td>
<td>$2,350</td>
</tr>
</tbody>
</table>

### Required Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for admission</td>
<td>$30</td>
</tr>
<tr>
<td>Transcripts</td>
<td>$7.25 each</td>
</tr>
</tbody>
</table>

### Deposits

<table>
<thead>
<tr>
<th>Deposit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition Deposit</td>
<td>$200</td>
</tr>
</tbody>
</table>

1. The tuition deposit is due prior to your orientation date, is non-refundable after May 1, and is applied toward the first semester costs.
2. Pre-licensure Nursing will follow the traditional tuition model during Summer Semester.

### Adult Undergraduate

#### Per Credit Tuition (2021-2022)

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>$420</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>$420</td>
</tr>
<tr>
<td>Accounting</td>
<td>$420</td>
</tr>
<tr>
<td>Business</td>
<td>$420</td>
</tr>
<tr>
<td>Child Development</td>
<td>$420</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>$420</td>
</tr>
<tr>
<td>Computer Science</td>
<td>$420</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>$420</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>$720</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography - Echocardiography Concentration</td>
<td>$620</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>$420</td>
</tr>
<tr>
<td>Family Science</td>
<td>$420</td>
</tr>
<tr>
<td>Heath Care Administration</td>
<td>$420</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>$420</td>
</tr>
</tbody>
</table>

### Information Technology in Management

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Leadership</td>
<td>$420</td>
</tr>
<tr>
<td>Marketing</td>
<td>$420</td>
</tr>
<tr>
<td>Nursing (RN to B.S.N.)</td>
<td>$420</td>
</tr>
<tr>
<td>Nursing (ABSN)</td>
<td>$1,050</td>
</tr>
<tr>
<td>Psychology</td>
<td>$420</td>
</tr>
<tr>
<td>Pulmonary Science Leadership (B.S.)</td>
<td>$420</td>
</tr>
<tr>
<td>Radiologic Science Leadership (B.S.)</td>
<td>$420</td>
</tr>
<tr>
<td>Sport Management</td>
<td>$420</td>
</tr>
<tr>
<td>Web Design and Development (B.S.)</td>
<td>$420</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Audit (per class)</td>
<td>$175</td>
</tr>
<tr>
<td>Active Military</td>
<td>$250</td>
</tr>
</tbody>
</table>

### Graduate

#### Per Credit Tuition (2021-2022)

**College of Human Services and Behavioral Sciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Criminal Justice Leadership</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Family Science</td>
<td>$395</td>
</tr>
<tr>
<td>MA in Human Services with Emphasis in Forensic Behavioral Health</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Human Services with Emphasis in Trauma and Resilience for the Self-Care Professional</td>
<td>$475</td>
</tr>
</tbody>
</table>

**College of Business & Technology**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Human Resource Management</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Leadership and Management</td>
<td>$475</td>
</tr>
<tr>
<td>MA in Strategic Communication Management</td>
<td>$475</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in Cybersecurity</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in Health Care Compliance</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in Health Care Management</td>
<td>$625</td>
</tr>
<tr>
<td>Master of Business Administration with Emphasis in Information Technology Management</td>
<td>$625</td>
</tr>
<tr>
<td>MS in Information Technology Management</td>
<td>$475</td>
</tr>
<tr>
<td>MS in Data Analytics</td>
<td>$625</td>
</tr>
<tr>
<td>MS in Cybersecurity</td>
<td>$625</td>
</tr>
</tbody>
</table>
College of Education

MA in Education: Early Childhood $395
MA in Education: Classroom Instruction with K-12 Reading Endorsement $395
MA in Education: Differentiated Instruction $395
MA in Education: Educational Leadership $395
MA in Education: Educational Technology $395
MA in Education: English as a Second Language $395
MA in Education: Resilience and Trauma in Education $395
MA in Education: Special Education SLD $395
MA in Education: Special Education EBD $395
MA in Education: Special Education ASD $395
MA in Teaching (with K-6 License) $440
Ed.S in Education $415
Doctorate in Education (Ed.D.) $615

College of Health & Science

MS in Sport Management $475
MS in Exercise Science $475
Nursing (MSN) $499
MS in Orthotics and Prosthetics $515
Doctor of Physical Therapy $885
Doctorate in Kinesiology (Ed.D.) $615

College of Humanities & Social Sciences

MFA in Creative Writing $525
Application Fee $50
Active Military $350

Refund Policy for Traditional Undergraduate Students

Business Day
Business days are defined as Monday through Friday, excluding posted holidays.

Business Service Hours
On campus business hours are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.

Online campus business hours are defined as 24 hours per day, 7 days per week, including holidays.

Traditional Undergraduate Student
Traditional undergraduate students are defined as learners enrolled at the undergraduate level in a 15 week term, which may be offered in a variety of settings including (but not limited to) on-campus delivery and online delivery.

Total Drop
A total drop is a drop from all registered courses done before the start of the 11th business day of the term. Dropped courses do not appear on a transcript and do not affect academic standing.

- 100% refund before the start of the 6th business day of the term
- 75% refund from the 6th business day to before the start of the 11th business day of the term

Total Withdrawal
A withdrawal from all registered courses from the 11th business day through the end of the 50th business day of the term. Withdrawn courses appear on a transcript with a grade of “W” and have a direct impact on academic standing and financial aid status.

- 50% refund from the 11th business day to before the start of the 16th business day of the term
- 25% refund from the 16th business day to before the start of the 21st business day of the term
- 0% refund from the 21st business day to end of the 50th business day of the term

Refund Schedule for Traditional Students Withdrawing from the University

- 100% refund before the start of the sixth business day of the term
- 75% refund before the start 11th business day of the term
- 50% refund before the start of the 16th business day of the term
- 25% refund before the start of the 21st business day of the term
- 0% refund on or after the 21st business day of the term

Dates for the various refund periods for traditional students withdrawing from the university during fall term 2020:

- Through September 13: 100% Refund
- Sept. 14 - Sept 20: 75% refund
- Sept. 21 - Sept. 27: 50% refund
- Sept. 28 - Oct. 4: 25% refund
- After October 5: no refund

Dates for the various refund periods for traditional students withdrawing from the university during spring term 2021:

- Through January 17: 100% refund
- January 18 – January 24: 75% refund
- January 25 – January 31: 50% refund
- February 1 – February 7: 25% refund
- After February 8: no refund

Partial Drop
A drop from at least one, but not all registered courses. No refunds are granted for partial drops. Dropped courses do not appear on a transcript and do not affect academic standing.

Partial Withdrawal
A withdrawal from at least one, but not all registered courses. No refunds are granted for partial withdrawals.
Refund Policy for Adult Undergraduate and Graduate Students

Business Day
Business days are defined as Monday through Friday, excluding posted holidays.

Business Service Hours
On campus business hours are defined as Monday through Friday 8am – 4:30 pm, excluding posted holidays.

Online business hours are defined as 24 hours per day, 7 days per week, including holidays.

Adult Undergraduate Student
Adult undergraduate students are defined as learners enrolled at the undergraduate level in a term consisting of two seven week sessions which may be offered in a variety of settings including (but not limited to) on-campus delivery and online delivery.

Graduate Student
Graduate students are defined as learners enrolled at the graduate level in a term consisting of two seven week sessions which may be offered in a variety of settings including (but not limited to) on-campus delivery and online delivery.

Drop
Students are allowed to drop any course before the start of the 6th business day of each term. Students who drop a course will receive a full refund of tuition. Dropped courses do not appear on a transcript and do not impact academic standing

Withdrawal
Students are allowed to withdraw from any course from the 6th business day of each term through the end of the 25th business day of the term. Withdrawn courses appear on a transcript with a grade of “W” and have a direct impact on academic standing and financial aid status. No refunds are granted for withdrawals.

Current Add/Drop/Withdrawal Schedule

2021-22 Adult Undergraduate, Graduate and SCS Add/Drop Dates

Fall 2021
First Seven Weeks (September 7 – October 27)
• Last day to add a first half semester course: September 6, 2021
• Last day to drop (without record or charge) a first half semester course: September 13, 2021
• Last day to withdraw (“W” grade) a first half semester course: October 11, 2021

Second Seven Weeks (November 1 – December 22)
• Last day to add a second half semester course: October 31, 2021
• Last day to drop (without record or charge) a second half semester course: November 5, 2021
• Last day to withdraw (“W” grade) a second half semester course: December 8, 2021

Spring 2022
First Seven Weeks (January 9 – March 2)
• Last day to add a first half semester course: January 9, 2022
• Last day to drop (without record or charge) a first half semester course: January 14, 2022
• Last to withdraw (“W” grade) a first half semester course: February 14, 2022

Second Seven Weeks (March 14 – May 4)
• Last day to add a second half semester course: March 13, 2022
• Last day to drop (without record or charge) a second half semester course March 18, 2022
• Last day to withdraw (“W” grade) a second half semester course: April 10, 2022

Summer 2022
First Seven Weeks (May 9 – June 29)
• Last day to add a first half semester course: May 8, 2022
• Last day to drop (without record or charge) a first half semester course May 13, 2022
• Last day to withdraw (“W” grade) a first half semester course June 12, 2022

Second Seven Weeks (July 5 – August 24)
• Last day to add a second half semester course: July 4, 2022
• Last day to drop (without record or charge) a second half semester course July 11, 2022
• Last day to withdraw (“W” grade) a second half semester course August 7, 2022

Refund Policy for Students Enrolled at Portland, Oregon Campus
(The date utilized in the below calculations is the date on which the student submits a completed copy of the withdraw or registration restriction form.)

Total Drop
A total drop is a drop from all registered courses done before the start of the third week of the term. Dropped courses do not appear on a transcript and do not affect academic standing.

100% refund before the start of the third week of the term

Total Withdrawal
A withdrawal from all registered courses from the third week of the term until the withdraw deadline. Withdrawn courses appear on a transcript with a grade of “W” and have a direct impact on academic standing and financial aid status.

• 90% refund in the third week of the term
• 80% refund in the fourth week of the term
• 70% refund in the fifth week of the term
• 60% refund in the sixth week of the term
• 55% refund in the seventh week of the term
• 50% refund in the eighth week of the term
• 0% refund from the 9th week of the term until the withdraw deadline of the term

Refund Schedule for Traditional Students Withdrawing from the University

• 100% refund before the start of the third week of the term
• 90% refund in the third week of the term
• 80% refund in the fourth week of the term
• 70% refund in the fifth week of the term
• 60% refund in the sixth week of the term
• 55% refund in the seventh week of the term
• 50% refund in the eighth week of the term
• 0% refund from the 9th week of the term until the withdraw deadline of the term

Partial Drop

A drop from at least one, but not all registered courses. Dropped courses will follow the refund timelines indicated in the Total Drop section. Dropped courses do not appear on a transcript and do not affect academic standing.

Partial Withdrawal

A withdrawal from at least one, but not all registered courses. Partial withdraw will follow the fund timelines indicated in the Total Withdraw section.
UNDERGRADUATE CATALOG

• Accounting Major (BA Adult) (p. 55)
• Accounting Major (BS Adult) (p. 55)
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• Accounting Minor (p. 95)
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• Art Studio Major (BA Traditional) (p. 57)
• Art Studio Minor (p. 95)
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• Biochemistry Major (BS Traditional) (p. 58)
• Biology Major (BA Traditional) (p. 58)
• Biology Major (BS Traditional) (p. 59)
• Biology Minor (p. 96)
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• Business Management Minor (p. 96)
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• Chemistry Minor (p. 97)
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• Christian Ministry Major (BA Traditional) (p. 61)
• Church Music Major (BA Traditional) (p. 62)
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• Communication Studies Minor (p. 97)
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• Community Arts Minor (p. 97)
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• Computer Science Minor (p. 97)
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• Criminal Justice Minor (p. 98)
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• Director of Christian Outreach (p. 67)
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• Exercise Science Major (BS Traditional) (p. 73)
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## Undergraduate Academic Information
### Academic Policies and Procedures
#### Registration
The requirement for completion of an undergraduate degree at Concordia University, Saint Paul, is 120 semester credits. The average academic load for a full-time undergraduate student is 15 credits. The maximum load for undergraduate students without payment of additional fees is 19 credits. Students who desire an academic overload must petition through the advisor for permission.

Ordinarily freshmen and sophomore students register for courses numbered from 100 to 299. Academic Advisors assist in the planning and approval of course registration. Credits earned in courses numbered less than 100 are not applicable to graduation requirements.

In undergraduate degree completion programs, enrollment is considered continuous throughout the program or until the student informs their academic advisor about a discontinuation. Students who stop participating but have not officially discontinued are liable for the cost of attendance.

#### Time Limits
There is no time limit for completion of a degree in undergraduate programs at Concordia University.

#### Classification of Students

##### Full–Time Students
Full-time students are those who have satisfied the entrance requirements, have been admitted to the university and are registered for a minimum of 12 credits per semester. The Minnesota State Grant program defines a full-time student as one who is registered for a minimum of 15 credits per semester.

##### Part–Time Students
Undergraduate students are considered part-time when they carry 11 credits or fewer during a semester. Undergraduate students carrying 9 to 11 credits are classified as three-fourths time students; students carrying 6 to 8 credits are classified as half time students.

Undergraduate students are placed in a class according to the total number of credits earned:

- Freshman - up to 29 credits
- Sophomore - 30 to 59 credits
- Junior - 60 to 89 credits
- Senior - 90 credits and above
Repeating Courses
Students may repeat a course. If students repeat a course, both courses remain on the student’s transcript but only the higher/highest grade is used in computing a student’s cumulative grade point average (CGPA).

Auditing Courses
Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. The course fee is at a reduced rate unless the course fits under the regular credit limit of 19 credits per semester. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student’s permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Students may change regular registration to an audit before the end of the eighth week of the semester. Registration may be canceled for non-attendance.

Co-curricular Activities
Members and managers of an intercollegiate team (one complete season) and cheerleaders and drill team members may apply a maximum of three credits in three different athletic activities toward graduation requirements as electives. Any additional credit earned in the same or other co-curricular activities will be indicated on the transcript but will not meet graduation requirements.

Independent Study
Independent study is an educational experience, designed for enrichment, conducted for credit outside the regularly scheduled classroom offerings. It may be an approved student/faculty designed course or may be based on an existing course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 35 clock hours of academic work.

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available on the portal.

Internships
Students may apply for internship programs with the approval of the instructor, the advisor, the department chair, the director of advising and the registrar. Internship guidelines are available from the appropriate department. Internship registration forms are available on the portal. No more than one-third of a major or a minor may consist of internship credits; normally, no more than 12 field-based experience credits may be applied toward the minimum of 120 credits required for the baccalaureate degree. The number of credits applicable to a major, minor or emphasis is determined in advance by the appropriate department(s). Separate learning contracts are written with the department(s) and work is evaluated by a faculty member or an adjunct faculty member from each department involved. The Director of Christian Education and Director of Christian Outreach programs require an internship. Separate guidelines apply to these internships. The Pass/No Pass grade is given for all field-based learning experiences.

Attendance in Class and Completion of Assignments
The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of emergencies and/or unforeseen circumstances students are expected to notify their instructors and arrange for any possible “makeup” assignments; however, instructors are not required to allow for such “makeup” assignments. Instructors will record attendance and specify procedures for handling absences in course syllabi.

The undergraduate degree completion programs are unique and typically offer an accelerated calendar for adults which require fewer but more intense class sessions, chats sessions, and the like. Since these courses are only seven weeks in length, missing “class” is highly discouraged and may affect the final grade and/or course completion. In cases of extreme emergencies and unforeseen circumstances students are expected to notify their instructors and arrange any possible “makeup” assignments; however, instructors are not required in any way to allow for such “makeup” assignments.

All course assignments are also to be competed according to established deadlines. Instructors are not required in any way to accept coursework beyond the established deadline. Missing assignment deadlines will most certainly impact a grade in a course.

Additional attendance guidelines and requirements for degree completion undergraduate students:

- If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignment(s) and complete a make-up assignment that contributes to the subject being studied and enhances the class-learning environment. A missed class/chat may result in a grade reduction.
- If a student misses two classes/chats, the instructor and the student need to discuss the student’s ability to complete the course. In addition, the student will be required to complete his/her regular assignment(s) and extra work. Two missed classes/chats will result in additional grade reduction.
- Any additional absences will require retaking the course. The student will be billed and a grade will be issued each time the course is taken.
- Regular attendance is a key factor in determining the continuing financial aid support.
- Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
- It is the student’s responsibility to contact the instructor to make appropriate arrangements.

Transfer Credit
Concordia University will accept up to a maximum of 90 credits with an overall gpa of 2.00 from regionally accredited institutions or nationally accredited institutions recognized by CHEA (Council for Higher Education Accreditation). Students enrolled in a program at an Oregon location must have a grade of a C or better in a course in order to be eligible for transfer credits. Students who have completed the Minnesota Transfer Curriculum or an associate of arts degree from an accredited institution are considered to have met the general education requirements with
the exception of the theology requirement which must be completed at Concordia.

Transfer credit may be applied to one of the following curriculum requirements:

- **General Education** - The primary responsibility for evaluation rests with the registrar who shall consult the General Education Committee if the appropriateness and comparability of the credit is doubtful. Transfer credits in the general education area are entered as a "Pass" grade and do not count in GPA calculation.

- **Major, minor, emphases, certificate and program courses** - The appropriateness and comparability of credit in these areas shall be assessed by the appropriate department or instructor and approved by the department on a course substitution request form. Transfer credits in the major are entered as a letter grade and will count in GPA calculation, with the exception of approved study abroad coursework. Study abroad coursework that has been approved for a major or minor will be entered as "Pass" with an earned grade of C- or higher and will not count in GPA calculations.

- **Electives** - The appropriateness and comparability of credits in this area shall be assessed by the registrar. Transfer credits in the elective area are entered as a "Pass" grade and do not count in GPA calculation.

Students may earn up to a maximum of 30 credits of coursework for experiences from any of the following: non-accredited institutions or documented work training. Credits are typically for elective coursework. Credit for coursework in majors and minors must be approved by the respective academic department. General Education coursework must be approved by the General Education Committee. The office of the Registrar may grant such credit.

Transferring Credit Frequently Asked Questions (https://www.csp.edu/student-services/registrar-records-and-registration/transferring-credit/)

### Assessment of Student Learning and Professional Development

Concordia University conducts a series of activities to assess – among other things – student learning, program effectiveness, and student perceptions of faculty effectiveness. The assessment program at Concordia University, Saint Paul is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals.

This assessment program uses a variety of tools to measure student learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia University students compare in certain subject areas to students across the country. Many of the assessment activities are part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students may also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia University education has had for them. More information about assessment activities can be obtained from academic advisors or the office of assessment and accreditation.

### Drop Registration from Courses "Without Academic Record"

**Full Semester Courses**

Students may withdraw from a course without record during the first two weeks of the course.

**Half Semester Courses (7 Week Courses)**

Students may withdraw from a course without record during the first week of the course.

### Withdrawal from Courses/Withdrawal with Academic Record

**Full Semester Courses**

Students may withdraw from full semester courses any time after the second week of the course through the eleventh week and receive a "W" grade.

**Half Semester Courses**

Students may withdraw from half semester courses any time after the first week of the course through the fifth week and receive a "W" grade.

### Withdrawal Procedures

- Students are able to drop courses online through the drop dates posted on the academic calendar.
- After the drop period is over, students must submit a signed Registration Restriction Form with instructor and advisor signatures.
- Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar’s Office.
- Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the 6th business day of the term. See financial policies for further information.

### Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or changing their cohort must discuss their plans with their advisor. Traditional undergraduate students will contact the Director of Academic Advising at (651) 603-6271 or advising@csp.edu for an exit interview. It is the student’s responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. Contact the Director of Academic Advising, (651) 603-6271 or advising@csp.edu

### Grading System - Undergraduate Programs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
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<td>Superior</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>B</td>
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<td>B-</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
</tbody>
</table>
### Undergraduate Academic Information

#### Requesting an “In Progress” Grade

An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students’ probationary and disqualification status (See Satisfactory Progress Policy).

**Process:**

- Prior to the end of the term the student files a form with the professor requesting an “I” grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. In degree completion programs, an “in-progress” grade should be removed within two weeks.
- In traditional programs, an in-progress should be completed and removed by the seventh week of the following semester in which the “I” grade was incurred or at a date set by the professor on the form provided. In degree completion undergraduate programs and graduate programs, all course requirements must be completed within four weeks from the last day of class.
- The grade of “I” will be changed to the grade of “F” by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
- Permission may be granted by the instructor to extend the time of an “I” grade to a maximum of one year.
- When extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the registrar.

#### Pass/No-Pass Grading

A course usually graded A through F may be taken Pass/No Pass by a student if the course is an elective and not part of the general education curriculum or part of a major or minor. A course is designated as elective when it is not used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis, or professional courses. To take a course usually graded A through F as a Pass/No Pass course, a student must file the appropriate form with the Office of the Registrar before the course is half over – the end of the third week for a seven week class or the end of the seventh week for a full semester course. Pass/NoPass courses transferred in by students as required courses (a course is designated as required when it is used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis or professional courses) are acceptable only from colleges where the grading system is the normal system as described above.

There is a four-credit limit of P-N courses per semester for sophomores, juniors, and seniors. Internships (see below) which are normally graded by the Pass/No Pass system do not count towards these limits.

Field experiences, internships, and co-curricular athletic activities are offered only on a Pass-No Pass basis. A student may earn a maximum of eight credits in the combined music/drama area and one credit in each area of athletics that are applicable to the total credits for graduation requirements. The maximum credit limit applies to students who are not completing a music/drama major, minor, or emphases. Although these courses apply toward graduation requirements, they are not calculated into the cumulative grade point average.

#### Academic Good Standing

A student in good standing is one who:

- Is registered for the current term
- Is attending class in accordance with the class attendance policy
- Has no financial obligations to the university
- Is not on disciplinary probation and
- Is not on academic probation.

Eligibility to participate in certain interscholastic activities necessitates the fulfillment of additional requirements.

#### Satisfactory Academic Progress Policy for Undergraduate Students

To be eligible to register continuously without conditions, a student must achieve satisfactory academic progress. Concordia will follow federal-financial-aid policy on satisfactory academic progress as long as Concordia accepts federal funding. (Refer to Financial Aid (p. 22) for full policy details)

When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student’s eligibility for enrollment:

1. **Academic Warning:** Academic Warning occurs when a student fails to meet Satisfactory Academic Progress. A student on Academic Warning will remain eligible to enroll for one subsequent/future semester. Any student failing meet Satisfactory Academic Progress upon conclusion of their Academic Warning semester will be immediately suspended from the University. Undergraduate students on Academic Warning will be limited to a maximum of 16 credits.

   Students will be notified of Academic Warning via email from the Registrar. Students may NOT appeal while on Academic Warning.

2. **Disqualification:** Disqualification/Suspension occurs when a student fails to meet Satisfactory Academic Progress during two consecutive semesters. Additionally, first-year undergraduate students with no prior college credits earned must achieve a minimum cumulative Grade Point Average (GPA) of 1.0 upon conclusion of his/her first semester. Any first-year student that fails to meet a 1.0 cumulative GPA will be suspended from the University. An appeal must be submitted within one year of receipt of the notice of suspension. Any first-year student who is suspended for an academic violation will be eligible to return to the University after a minimum of eight weeks. Students must meet the standards of satisfactory academic progress prior to suspension to receive a recommendation for readmission.
Honor Recognition - Dean's List

Full-time (12 or more credits) undergraduate students, who earn a grade point average (GPA) of 3.6 and above in a given academic semester, are included on the dean's list. To be considered, all course incomplete grades must be removed by the end of the second week after the week of final examinations.

Graduation Honors

Full-time students in bachelor degree programs at Concordia University who have earned at least 60 credits at Concordia University and who have earned a cumulative grade point average of 3.90 or higher are designated as graduating summa cum laude; those students with a cumulative grade point average of 3.75 to 3.89 are designated as graduating magna cum laude; those students with a cumulative grade point average of 3.60 to 3.74 are designated as graduating cum laude.

Students in bachelor degree programs who have earned fewer than 60 credits at Concordia University and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 60 credits and have a GPA between 3.75 and 3.89 will be recognized as graduating "with distinction."

Academic Honors Convocation

Students receiving dean's list recognition and special departmental awards will be recognized at the annual Academic Honors Convocation held during the spring semester.

Honorary Societies for Students

Lambda Pi Eta

Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). The Nu Beta chapter of Lambda Pi Eta was chartered at Concordia University in 2001. As an accredited member of the Association of College Honor Societies (ACHS), Lambda Pi Eta has nearly 300 active chapters at colleges and universities worldwide. Lambda Pi Eta was founded in 1985 at the University of Arkansas, became a part of the National Communication Association (NCA) in 1988, and became the official honor society of the NCA in July 1995. Lambda Pi Eta represents what Aristotle described in his book, Rhetoric, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics. The goals of Lambda Pi Eta are to:

- recognize, foster, and reward outstanding scholastic achievement;
- stimulate interest in the field of communication;
- promote and encourage professional development among communication majors;
- provide an opportunity to discuss and exchange ideas about the field;
- establish and maintain close relationships and understanding between faculty and students; and
- explore options for further graduate studies.

Sigma Tau Delta

Sigma Tau Delta, The International English Honor Society, was founded in 1924. In 1987, the Mu Chi Chapter was established at Concordia University. Membership is open to students who have completed at least five semesters of college work with a minimum of 3.00 grade-point average in English and who rank in the top 35 percent of their class in general scholarship. The purposes of the society are to:

- confer distinction for high achievement in English language and literature;
- to promote interest in literature and the English language on the campus and in the surrounding community; and
- to foster the discipline of English in all its aspects, including creative and critical writing.

Participation in Commencement Ceremonies

Commencement ceremonies are held each May and December. Students who are approved to graduate and have 8 or fewer credits remaining, with a plan to complete in the term following the ceremony, are eligible to participate.

Financial Hold

Students who are not current in their financial obligations to Concordia University, are placed on financial hold. While on financial hold, students:

- may have their course management system (i.e. Blackboard) disabled
- may be subject to late fees
- may have financial aid canceled for future terms
- may be de–registered from future class registration
- may be unable to receive grades, transcripts, or diplomas

Research with Human Subjects

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research...
are directed to use and follow the procedures in the Faculty Handbook Section B, Appendix D: Concordia University Saint Paul, MN Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

**Academic Integrity**

Academic integrity is essential to any academic institution and is in keeping with the mission of the university. In order to protect Academic integrity is essential to any academic institution and is in keeping with the mission of the university. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines.

Academic integrity includes working honestly on tests and assignments, honestly reporting research findings, properly citing the source of any materials quoted, paraphrased or modified in the work one submits. A popular handbook for writers defines properly citing source material in this manner:

“To plagiarize is to present another person’s words or ideas as if they were your own. Plagiarism is like stealing. The word plagiarize comes from the Latin word for kidnapper and literary thief. Plagiarism can be intentional, as when you submit as your own work a paper you did not write. Plagiarism can also be unintentional, but not less serious an offense if you are unaware of what must be acknowledged and how to do so with documentation.” (Troyka, L. Handbook for writers, Simon and Schuster, 6th ed.)

Violations of academic integrity include “cheating” and “plagiarism” as defined by the university’s Student Code of Conduct (SCO).

**Off-Campus Semester Study**

Concordia University encourages students to broaden their cultural awareness and explore the world through off-campus study programs. In order to apply for off-campus study or study abroad opportunities, students must meet certain criteria dependent upon the study option. Concordia University will allow only two semesters of off-campus study or a maximum of 32 off-campus study credits to be applied to the 120 credits for the bachelor's degree. The university's graduation requirements will remain in effect. Students enrolled in pre-approved off-campus study will also be considered in the financial aid process. In no way will program leaders or instructors of programs/courses be responsible for personal injury or property damage arising out of the act or negligence of any direct carrier, hotel, or travel service or any other person rendering any service offered in connection with off-campus study. For more information on current programs reach out to our study abroad office at abroad@csp.edu.

**Travel Seminars**

Another off-campus study abroad option available to students is our short-term Travel Seminar program. Faculty-led programs and courses are offered around the country and the world in many different disciplines. Travel seminars are offered while other semester classes are not in session (January break, spring break, May after graduation) and are typically included in your spring semester credit load. In order to participate, students must be in good standing. Current programs (https://www.csp.edu/student-life/study-abroad/undergraduate-study-abroad/) are updated annually. For further information, contact the Center for Student Engagement at abroad@csp.edu or (651) 641-8261.

**Reserve Officers Training Corps (ROTC)**

**Air Force ROTC**

A cooperative program between Concordia and the University of Saint Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at Saint Thomas. Air Force Reserve Officer Training Corps is an educational and leadership development program designed to prepare students for commissioning as second lieutenants in the United States Air Force. Air Force ROTC complements the academic major of the student's choice and increases the student's career options. Students incur no obligation by enrolling in the courses; the Aerospace classes are free and are paid by a University of Saint Thomas grant. Credit is transferable. Scholarships are available, especially in engineering, mathematics, physics, computer science, and nursing. For more information, contact the Department of Aerospace Studies at the University of Saint Thomas, (651) 962-6320 or 1-800-328-6819, ext. 6320.

**Army ROTC**

ROTC trains and prepares men and women for a commission as an officer in the regular Army, Army Reserve, and National Guard. In addition to instruction in military fundamentals, ROTC develops leadership qualities and self-confidence essential to success in today's world.

Concordia's program, six semesters in length, is completed concurrently with course work required for a B.A. degree through the University of Minnesota. The first two semesters constitute the Basic Program, while the four remaining semesters are the Advanced Program.

Cadets/students are under no legal obligation while in the Basic Program. Upon entrance into the Advanced Program the students sign a contract and begin receiving a monthly stipend from the ROTC program. Traditional Concordia University students who are also Army ROTC scholarship winners shall receive a room and board scholarship assurance each term while they are on a scholarship contract. Non-traditional degree completion students enrolled as cadets in the University of Minnesota Corps of Cadets by means of a scholarship contract shall receive a $500 per semester stipend for each semester they are enrolled in an undergraduate degree completion program. For further information, call (612) 626-1584.

**Naval ROTC**

Naval ROTC two-year scholarship and non-scholarship programs allow students to earn a commission in the U.S. Navy or U.S. Marine Corps. Concurrent completion of degree requirements at Concordia and Naval Science requirements at the University of Minnesota results in an active duty commission. Career options include aviation, submarine warfare and surface warfare (Navy), or aviation and ground office positions (Marines). For further information, call (651) 625-6677.

**Definition of Academic Terms**

There are three 16-week semesters offered at Concordia University. The traditional academic year consists of fall and spring semesters.

**Bachelor of Arts degree** consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

**Bachelor of Business Administration degree** consists of a major in Accounting, general education courses, and electives courses totaling a minimum of 120 credits.
Bachelor of Fine Arts degree consists of an intensive major in the visual or performing arts of typically 77 to 80 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Bachelor of Science degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

Certification for Church work is the process by which the faculty approves candidates for placement in the public ministry of The Lutheran Church Missouri Synod (LCMS); including teacher, Director of Christian Education, Director of Christian Outreach, and Director of Parish Music.

A credit means a semester hour credit. One semester hour credit represents a minimum of 35 hours of engaged time.

An elective course is a course chosen in addition to major, minor, or emphasis requirements.

An emphasis consists of 12 to 19 credits taken in courses in one area or related areas of study.

An integrative course is comprised of two or more disciplines, is team-taught, and makes connections to life beyond academic material.

A teaching licensure is recommended by the university after completion of requirements for the desired license and is granted by the state of Minnesota.

An academic major normally consists of 32 to 80 credits taken in courses in one area or related areas of study prescribed by the faculty.

An academic minor normally consists of 18 to 24 credits taken in courses in one area or related areas of study prescribed by the faculty.

A prerequisite is a course which students are required to take before being eligible to enroll in an advanced course.

Summer school consists of two eight-week sessions May - August.

A track is one of two or more alternative sets of courses prescribed by the faculty within a major. The purpose of a track is to provide direction to a student in meeting interest, vocational, or other needs while fulfilling the requirements of a major.

A transcript of credits is a certified record of all grades earned and all courses attempted at a given school, college or university.

Graduation Requirements

Associate of Arts Degree (AA)

To earn the Associate of Arts (AA) degree at Concordia University, students must:

1. Complete 60 total credits, including the equivalent of the required general education curriculum. A minimum of 30 credits must be completed in residence.
2. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
3. Complete all assessment activities and outcome examinations required for general education.
4. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.

Associate of Applied Science (AAS)

To earn the Associate of Applied Science (AAS) degree at Concordia University, students must:

1. Complete 60 total credits, which includes a minimum of 20 general education credits and a minimum of 30 program-related occupational or technical credits. A minimum of 30 credits must be completed in residence.
2. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
3. Complete all assessment activities and outcome examinations required for general education.
4. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.

Bachelor of Arts Degree (BA)

To earn the Bachelor of Arts (BA) degree at Concordia University students must:

1. Complete 120 total credits.
2. Complete the course requirements for the 44 credit general education curriculum.
3. Complete the course requirements for an academic major – typically 40 to 44 credits for the BA – or two academic minors – typically 20 to 24 credits each. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be awarded. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

Note: Some programs may have minimum course grade requirements or higher content GPA requirements. See specific program pages for those additional requirements. Additional requirements for Teacher Education majors include completion of state tests, human relations activity hours, and current certification in CPR and First Aid.
Bachelor of Business Administration Degree (BBA)

To earn the Bachelor of Business Administration (BBA) degree at Concordia University students must:

1. Complete 120 total credits.
2. Complete the course requirements for the 44 credit general education curriculum.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be awarded.
5. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
6. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
7. Be approved as a candidate for a degree by the Registrar.

Bachelor of Fine Arts Degree (BFA)

To earn the Bachelor of Fine Arts (BFA) degree at Concordia University students must:

1. Complete 120 total credits.
2. Complete the course requirements for the 44 credit general education curriculum.
3. Complete the course requirements for an academic major – typically 77 to 80 credits. At least 50 percent of the major must be completed in residence unless approved by the appropriate department.
4. Submit for approval petitions for any and all substitutions for general education courses and courses in the major.
5. Earn a cumulative grade point average of 2.00 or above, and a cumulative grade point average of 2.00 or above in the major and all minors. If the 2.00 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Submit an online application for graduation/program completion when prompted to do so by the Registrar. You will be required to submit a degree completion plan to your academic advisor if you are not already registered for all remaining requirements.
8. Be approved as a candidate for a degree by the Registrar.

Note: Some programs may have minimum course grade requirements or higher content GPA requirements. See specific program pages for those additional requirements.

CORE Outcomes

University Outcomes for All Undergraduates

The Concordia University graduate will be able to demonstrate the following competencies:

Critical Thinking – Explain the issues, evaluate evidence, consider the influence of context and assumptions, take a position or postulate a hypothesis, predict implications/consequences, and draw conclusions.

Christian -Lutheran - Analyze a biblical text; identify covenantal themes from the text, especially the Gospel and its import for the Christian life; articulate and apply a Lutheran approach to issues of contemporary import; and respect those with differing religious and cultural traditions and experiences while being faithful to one’s own personal beliefs and practices.

Information Literacy – Determine the extent of information needed, access the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, access and use information ethically and legally.

Oral Communication – Develop content into a well-organized oral presentation; use culturally appropriate language and nonverbal to enhance the fluency of the presentation; effectively incorporate citations into the presentation; effectively tailor the presentation to the audience and respond appropriately to audience feedback.

Quantitative Reasoning – Translate verbal or written assertions into quantitative data; read, analyze, and interpret quantitative data, such as graphs, charts, or statistics; and support conclusions using quantitative data.

Writing – Effectively use the conventions of Edited Standard Written English, demonstrate clarity, organization, coherence, and logical use of evidence using the style, format, word choice, and citation practice that is appropriate for the given audience.
Online education. General education courses provide students with credits from various academic disciplines delivered through online education. The Associate of Arts (A.A.) degree provides learners with general education courses delivered in accelerated online formats. Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated online formats. The courses are designed for adult students and to assist students in building enough general education credits to start one of Concordia University's adult accelerated degree programs. Through these intensive courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes and visiting students are welcome to enroll.

Accelerated general education courses allow learners to:

- efficiently obtain general study requirements to prepare for an accelerated learning program;
- develop skills to be successful in academic work;
- earn foundational credits for a liberal arts education; and
- work towards a college degree, regardless of geographic location or time.

Course Delivery

Courses are delivered online. In the online accelerated classes learners collaborate with a community of peers through chats, discussion boards, and email.

Course Selection

Participants will be teamed with an advisor who will assist in creating a class schedule that fits with the student's work and personal life.

School of Continuing Studies Tuition and Fees 2020-21

<table>
<thead>
<tr>
<th>Per credit hour</th>
<th>$420</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditing (per class)</td>
<td>$175</td>
</tr>
</tbody>
</table>

Associate of Arts Degree: Online

The Associate of Arts (A.A.) degree provides learners with general education credits from various academic disciplines delivered through online education. General education courses provide students with a foundation for critically examining the world from unique perspectives. These courses also help prepare students for the major courses in their bachelor degree programs.

The Associate of Arts degree program totals 60 semester credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSS 125</td>
<td>Student Success Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Health Science</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social/Behavioral Science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>History/Political Science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Fine Arts (minimum of 2 different areas: Music, Theatre or Art)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Global Studies</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>THL 200</td>
<td>Scripture and its interpretation: A Global Introduction to the Bible</td>
<td>3</td>
</tr>
<tr>
<td>THL 345</td>
<td>Callings: Christianity and Vocation</td>
<td>3</td>
</tr>
<tr>
<td>Select 13 Elective Credits to reach 60 required credits</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Associate of Arts in Early Childhood Education

Students complete 60 credits: AA General Education classes (see above) and the following 12 credits to complete the Early Childhood Emphasis:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 400</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>CHD 410</td>
<td>Growth and Development of Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 435</td>
<td>Developmentally Appropriate Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>CHD 440</td>
<td>Children's Play and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Associate of Arts in Pre-Nursing

The Associate of Arts in Pre-Nursing prepares students for application to the University’s Bachelor of Science in Nursing (BSN) Pre-Licensure program (p. 84). AA Pre-Nursing students will complete their general education course requirements and the necessary prerequisite coursework for the BSN Pre-Licensure program. Students should review the overall BSN Pre-Licensure admission criteria (p. 12) to ensure awareness of minimum grade requirements in specific courses, GPA requirements, and other necessary admission criteria. Students interested in nursing programs at other institutions should review each institution's admission requirements as they typically vary between institutions.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Literature or History/Political Science</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
</tbody>
</table>
General Education Requirements

General Education Requirements

The purpose of the general education curriculum is to provide Concordia University students with the opportunity to grow in their ability to:

A. discover, confront and explore unfamiliar information and ideas;
B. use available academic resources and skills to think analytically, critically, and synthetically;
C. use appropriate and current technology for research and problem solving; and
D. ideally move beyond the academic data itself to formulate and express new insights and ideas.

Fine Arts (Minimum 4 credits required; two courses from two different areas – Art, Music, and Theatre)

The fine arts curriculum increases students’ awareness, understanding and critical appreciation of varied aesthetic expression; and seeks to foster their creative talents. Nursing students, admitted to program, fulfill this requirement with 2 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art ¹</td>
<td>2</td>
</tr>
<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>Introduction to Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Listening to Life: Global &amp; Popular Music ¹</td>
<td>2</td>
</tr>
<tr>
<td>THR 101</td>
<td>Introduction to The Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
</tbody>
</table>

THR 221 Acting I 4
THR 251 Stagecraft 4

¹ Recommended for Teacher Education students

History and Political Science (4 credits required)

History offerings help students understand historical sources on their own terms and to recognize the interplay of political, intellectual, social, economic and cultural factors in the development of civilizations. It thereby provides one method whereby present-day circumstances can be better understood and evaluated. Political science courses help students understand their own government and the role of each citizen in the democratic process. Applied globally, political science pertains to the relationships between different governments and peoples and explores how their interests and welfare are connected by many of the same factors examined by historians. Nursing students, admitted to program, select one course in History/Political Science or Literature.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 220</td>
<td>Leaders in American Society</td>
<td>4</td>
</tr>
<tr>
<td>HIS 231</td>
<td>USA to 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIS 233</td>
<td>USA since 1877</td>
<td>4</td>
</tr>
<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
<td>4</td>
</tr>
<tr>
<td>POL 131</td>
<td>Government and Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

Communication (4 credits required)

Communication courses pertain to the study of verbal and nonverbal messages between communicators in interpersonal, group, public, intercultural and mass media contexts. Communication theory and analysis informs student choice of ethical as well as effective strategies and skills used to relate and respond to ideas.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
</tbody>
</table>

Global Studies (4 credits required)

Global courses help students recognize global interdependence and/or cultural connections and enhance students’ ability to work constructively with a people, language, or culture other than their own.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 374</td>
<td>Art of Mexico</td>
<td>4</td>
</tr>
<tr>
<td>ART 375</td>
<td>Art of Asia</td>
<td>4</td>
</tr>
<tr>
<td>ART 376</td>
<td>World Art</td>
<td>4</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication ¹</td>
<td>4</td>
</tr>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 376</td>
<td>World Literature II: Geographic or Thematic</td>
<td>4</td>
</tr>
<tr>
<td>GRK 211</td>
<td>Beginner Greek I</td>
<td>4</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HMG 201</td>
<td>Hmong Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Beginning College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Beginning College Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Intermediate College Spanish I</td>
<td>4</td>
</tr>
</tbody>
</table>
International Study programs

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 202</td>
<td>Intermediate College Spanish II: Second Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPA 301</td>
<td>Advanced College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 302</td>
<td>Advanced College Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 401</td>
<td>Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture</td>
<td>4</td>
</tr>
<tr>
<td>SPA 402</td>
<td>Advanced Spanish IV. Readings in Contemporary Spanish Literature</td>
<td>4</td>
</tr>
<tr>
<td>SPA 403</td>
<td>Advanced Spanish IV: Readings in Contemporary Spanish Literature</td>
<td>4</td>
</tr>
<tr>
<td>NUR 360</td>
<td>Transcultural Nursing &amp; Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>POL 243</td>
<td>Contemporary Global Problems</td>
<td>4</td>
</tr>
</tbody>
</table>

1  Recommended for nursing (pre-licensure) majors
2  Designed for nursing (RN to BSN) majors only

Social and Behavioral Science (4 credits required)

Social and behavioral science courses provide the perspectives and tools for students to understand human behavior individually, in groups and in organizations.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

1  Recommended for Teacher Education and Nursing students

Health Science (3 credits required)

The health science curriculum provides students with the resources and strategies necessary for healthy, balanced and vigorous lives. RN to BSN Nursing students can fulfill this requirement with submission of current nursing license. Nursing students, admitted to program, fulfill this requirement with NUR 382.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 110</td>
<td>Health Science</td>
<td>3</td>
</tr>
<tr>
<td>NUR 382</td>
<td>Health Promotion and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

1  Designed for Nursing majors only

Literature (4 credits required)

The literature curriculum helps students develop their abilities to think critically about, write coherently on and discuss enthusiastically a variety of literary texts; students develop both an intellectual understanding of the power of literature and an aesthetic appreciation for diverse literary works. Nursing students, admitted to program, select one course in History/Political Science or Literature.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics and Science (7 credits required)

Mathematics offerings are designed to develop students' understanding of basic mathematical concepts, to develop their abilities to analyze and solve mathematical problems and to promote mathematical awareness in the analysis of problem solving strategies and the interpretation of results. Science courses examine the physical nature of the world.

Biology involves plant, animal and human life; physical science deals with the processes of the earth; while earth science studies the earth and the universe.

Students take a minimum of 7 credits of mathematics and science, with the prescribed number of credits in each of areas.

Mathematics (Minimum 3 credits required)

Incoming students are initially placed in math courses according to their math ACT scores. Students who do not have a current math ACT score or those who would like to change their placement will need to take the Math Placement Exam.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 101</td>
<td>Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 165</td>
<td>Quantitative Reasoning for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>MAT 200</td>
<td>Foundations of Elementary Mathematics 2</td>
<td>4</td>
</tr>
</tbody>
</table>

1  Recommended for Teacher Education students
2  Recommended for Nursing majors only

Science (4 credits required)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 105</td>
<td>Chemistry for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHS 221</td>
<td>General Physics I (Calc Based)</td>
<td>4</td>
</tr>
<tr>
<td>SCI 120</td>
<td>Live Science: How Scientific Issues Impact Your Daily Life</td>
<td>4</td>
</tr>
</tbody>
</table>

Religion and Theology (6-8 credits required; 3-4 Introductory, 3-4 Intermediate)

Students in traditional programs meet their general education requirements in theology by taking a course from the “Biblical” category and a course from the “Intermediate” category. Students in professional church work programs must select from those courses in both categories that are also requirements in the minor in Lutheran Theology. Students in adult undergraduate programs meet this requirement by taking a combined course that meets the outcomes in the intro/intermediate areas.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 200</td>
<td>Scripture and its interpretation: A Global Introduction to the Bible</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 310</td>
<td>Archaeology and the Bible</td>
<td>4</td>
</tr>
<tr>
<td>THL 316</td>
<td>The Death of Jesus</td>
<td>4</td>
</tr>
<tr>
<td>THL 325</td>
<td>Christian Ethics</td>
<td>4</td>
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<td>THL 317</td>
<td>Old Testament Prophets Today</td>
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<td>THL 342</td>
<td>Athens and Jerusalem: Philosophy and Christianity</td>
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<td>THL 344</td>
<td>Martin Luther: Saint &amp; Sinner</td>
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<td>THL 345</td>
<td>Callings: Christianity and Vocation</td>
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<tr>
<td>THL 353</td>
<td>Christianity and World Religions</td>
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</table>
Majors

- Accounting Major (BA Adult) (p. 55)
- Accounting Major (BS Adult) (p. 55)
- Accounting Major (BS Traditional) (p. 56)
- Actuarial Science (BS) (p. 56)
- Art Education/Teaching (Grades K-12) Major (BA Traditional) (p. 57)
- Art Studio Major (BA Traditional) (p. 57)
- Bachelor of Science in Nursing (ABSN) (p. 84)
- Biochemistry Major (BS Traditional) (p. 58)
- Biology Major (BA Traditional) (p. 58)
- Biology Major (BS Traditional) (p. 59)
- Business Administration Major (BA Adult; Online Only) (p. 59)
- Business Management Major (BA Traditional) (p. 60)
- Chemistry Major (BA Traditional) (p. 60)
- Child Development Major (BA Adult; Online Only) (p. 61)
- Child Learning and Development Major (BA Traditional) (p. 61)
- Christian Ministry Major (BA Traditional) (p. 61)
- Church Music Major (BA Traditional) (p. 62)
- Coaching & Sport Psychology (BA Traditional) (p. 93)
- Communication Arts and Literature Education/Teaching Major (Grades 5-12) (BA Traditional) (p. 63)
- Communication Studies Major (BA Traditional) (p. 64)
- Community Arts Major (BA Traditional) (p. 65)
- Computer Science Major (BS Online Only) (p. 65)
- Criminal Justice Major (p. 66)
- Diagnostic Medical Sonography (AAS) (p. 66)
- Digital Marketing (BA) (p. 67)
- Director of Christian Education (p. 67)
- Director of Christian Outreach (p. 67)
- Director of Parish Music (p. 67)
- Early Childhood Education/Teaching Major (Birth-Grade 3) (BA Traditional) (p. 67)
- Elementary Education/Teaching Major (Grades K-6) (BA Traditional) (p. 68)
- English as a Second Language Education/Teaching Major (Grades K-12) (BA Traditional) (p. 69)
- English with an Emphasis in Creative Writing Major (BA Traditional) (p. 70)
- English with an Emphasis in Journalism and Professional Writing Major (BA Traditional) (p. 71)
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- Exercise Science 3+2 Option (BA + MS Exercise Science) (p. 72)
- Exercise Science Major (BA Traditional, BA Adult Online) (p. 72)
- Exercise Science Major (BS Traditional) (p. 73)
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- Family Science 3+2 Option (BA + MA Family Science) (p. 74)
- Family Science Major (BA Adult; Online Only) (p. 74)
- Family Science Major (BA Traditional) (p. 75)
- Finance Major (BS Traditional) (p. 75)
- Graphic Design Major (BA Traditional) (p. 76)
- Graphic Design Major (BFA Traditional) (p. 76)
- Health Care Administration Major (BA Adult; Online Only) (p. 76)
- Health Education Teaching Major (Grades 5-12) (BA Traditional) (p. 77)
- History Major (BA Traditional) (p. 77)
- Human Resource Management Major (BA Adult) (p. 78)
- Information Systems (BS) (p. 78)
- International Business Major (BS Traditional) (p. 78)
- Management and Leadership Major (BA Adult) (p. 79)
- Marketing Major with Emphasis in Digital Marketing (BS Traditional) (p. 79)
- Mathematics Major (BA Traditional) (p. 80)
- Mathematics Major (BS Traditional) (p. 80)
- Music Business (BA Traditional) (p. 81)
- Music Education/Teaching Major (Grades K-12 Instrumental and Classroom Music and/or Vocal and Classroom Music (BA Traditional) (p. 81)
- Music Major (BA Traditional) (p. 82)
- Nursing Major (BSN Adult) (p. 84)
- Nursing Major (BSN Traditional) (p. 84)
- Orthotics and Prosthetics Major (BS Traditional) (p. 85)
- Parent and Family Education (Licensure) (BA Traditional) (p. 86)
- Physical Education (Grades K-12) and Health (Grades 5-12) Teaching Major (BA Traditional) (p. 86)
- Psychology Major (BA Adult; Online Only) (p. 87)
- Psychology Major (BA Traditional) (p. 87)
- Psychology Major (BS Traditional) (p. 88)
- Public Health Major (BA Traditional) (p. 88)
• Public Policy Major (BA Traditional) (p. 89)
• Public Relations Major (BA Traditional) (p. 89)
• Pulmonary Science Major (BS Adult) (p. 89)
• Secondary Education Major (Done in Conjunction with Biology, Chemistry or Math Major) (p. 90)
• Social Studies Education/Teaching (Grades 5-12) Major (BA Traditional) (p. 90)
• Sociology Major (BA Traditional) (p. 91)
• Sport Communication (BA Traditional) (p. 91)
• Sport Management 3+2 Option (BA + MA Sport Management) (p. 92)
• Sport Management Major (BA Traditional; BA Adult Online) (p. 92)
• Theatre Major (BA Traditional) (p. 93)
• Theology Major (BA Traditional) (p. 94)
• Web Design and Development Major (BS Online Only) (p. 94)

Accounting Major (BA Adult)

The Accounting BA prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). This program does not provide these certifications. Students interested in earning these certifications should check with their state’s CPA or CMA education requirements.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td></td>
<td>Macroeconomics (4)</td>
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<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
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<tr>
<td>CSC 121</td>
<td>Basics of Technology in Business</td>
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</tr>
<tr>
<td>or CSC 210</td>
<td>Microsoft Excel Core (4)</td>
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Required

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<tr>
<td>BUS 345</td>
<td>Business Analytics</td>
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<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
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<td>ACC 202</td>
<td>Principles of Managerial Accounting</td>
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<tr>
<td>ACC 311</td>
<td>Intermediate Accounting I</td>
<td>4</td>
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<tr>
<td>ACC 312</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>ACC 411</td>
<td>Advanced Accounting</td>
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<td>ACC 412</td>
<td>Auditing</td>
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<td>ACC 414</td>
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<td>ACC 480</td>
<td>Management Accounting</td>
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<tr>
<td>ACC 490</td>
<td>Accounting Strategy Capstone</td>
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</tbody>
</table>

Total Credits 44

1. Students holding an AS or AAS in Accounting who have not completed one or more of the mentioned courses will be advised accordingly.

Accounting Major (BS Adult)

An accounting degree at Concordia University, Saint Paul prepares students for public, managerial (industrial) or governmental accounting. Students encounter engaging financial information, active problem solving, and a variety of skills necessary in today's business environment. Explore foundational theories and practices related to financial and managerial accounting, tax and audit in a structured accounting course sequence. Gain a broad business perspective while learning economics, finance, marketing, and management in courses emphasizing the relevancy of accounting information, analysis and financial decision-making.

A BS in accounting meets both the 24 semester-hour requirement of intermediate and advanced level accounting courses, as well as the 24 semester-hour general business course requirement required to sit for the Uniform Certified Public Accountant (CPA) Exam in Minnesota. If an accounting student wishes to pursue the CPA credential, faculty and academic advisors work with the student to reach the 150 semester-hour requirement to apply for the CPA license. A BS in accounting also satisfies the requirements to sit for the Certified Management Accountant (CMA) exam.

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Accounting Major (BS Traditional)

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General Education Requirements

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Degree Requirements

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Pre/Co-requisites

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<td>MAT 110</td>
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<td>CSC 210</td>
<td>Microsoft Excel Core</td>
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Required

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<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
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<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
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<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
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Major

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<td>ACC 202</td>
<td>Principles of Managerial Accounting</td>
<td>4</td>
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<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
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<tr>
<td>ACC 311</td>
<td>Intermediate Accounting I</td>
<td>4</td>
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<tr>
<td>ACC 312</td>
<td>Intermediate Accounting II</td>
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<td>ACC 411</td>
<td>Advanced Accounting</td>
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<td>ACC 412</td>
<td>Auditing</td>
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<td>MAN 401</td>
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<tr>
<td>MAN 499</td>
<td>Senior Outcomes</td>
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Total Credits 58

Actuarial Science (BS)

Actuaries build mathematical models to account for the many risk factors organizations must consider when building strategy. Financial, logistical, and business risks all have to be carefully weighed against each other, and actuaries help paint a picture of the road ahead with numbers and statistics. As well as working for insurance companies, actuaries work for consulting firms, government agencies, accounting firms, industrial businesses, banks, and financial institutions.

The major provides a strong math foundation coupled with robust actuarial science courses.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

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<td>ACC 202</td>
<td>Principles of Managerial Accounting</td>
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<tr>
<td>BUS 420</td>
<td>Business Finance</td>
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<tr>
<td>or FIN 301</td>
<td>Corporate Finance I</td>
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<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
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<tr>
<td>ECO 102</td>
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<td>MAT 255</td>
<td>Calculus III</td>
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<td>MAT 375</td>
<td>Differential Equations and Linear Algebra</td>
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<td>CSC 115</td>
<td>Introduction to Python</td>
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<tr>
<td>CSC 222</td>
<td>Introductory Programming with Java</td>
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</table>
Art Education/Teaching (Grades K-12) Major (BA Traditional)

Students who complete this major and other state requirements, are eligible to apply for a Minnesota teaching license for Visual Arts (Grades K through 12)

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

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<tr>
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Required Content Courses

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<td>2D Design</td>
<td>3</td>
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<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
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<tr>
<td>ART 241</td>
<td>Photography</td>
<td>3</td>
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<tr>
<td>ART 251</td>
<td>Sculpture I</td>
<td>3</td>
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<tr>
<td>ART 271</td>
<td>Survey of Western Art I</td>
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<tr>
<td>ART 272</td>
<td>Survey of Western Art II</td>
<td>3</td>
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<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
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<td>ART 282</td>
<td>Graphic Design I</td>
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<td>ART 311</td>
<td>Figure Drawing</td>
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<td>ART 331</td>
<td>Relief Printmaking</td>
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<td>ART 376</td>
<td>World Art</td>
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<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
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<td></td>
<td>Open Art Electives: select at least one more 300 or 400 level studio course</td>
<td>3-4</td>
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</tbody>
</table>

Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 387</td>
<td>Art in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>ART 487</td>
<td>Art Education Capstone</td>
<td>2</td>
</tr>
<tr>
<td>ED 201</td>
<td>Foundations of and Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 344</td>
<td>The Effective Teacher</td>
<td>3</td>
</tr>
<tr>
<td>ED 371</td>
<td>Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ART 447</td>
<td>Teaching Elementary Art</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

ED 472  Student Teaching 15

Total Credits 79-80

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program. #Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfunc6a0284545ee896580a8c8b71432/).

Art Studio Major (BA Traditional)

This program is designed to prepare students for various careers in the arts and fields that rely on visual images. Students will gain an understanding of design theories and concepts related to the production and public presentation of art. Upon completion of the program, students will have knowledge of the role of art and design in culture, an ability to produce work, and both critical thinking and creative problem solving skills to prepare them for a variety of careers in related fields.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
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<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 251</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART 271</td>
<td>Survey of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 311</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Open Art Electives: select at least one more 300 or 400 level studio course</td>
<td>3-4</td>
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Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<tr>
<td>ART 487</td>
<td>Art Education Capstone</td>
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</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 331</td>
<td>Relief Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 332</td>
<td>Screen Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 333</td>
<td>Intaglio Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 431</td>
<td>Mixed Media Printmaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 2-4
Biochemistry Major (BS Traditional)

Biochemistry majors focus on the chemistry of living systems. The major includes coursework in key fundamental areas of biology and chemistry including molecular biology, cellular biology, genetics, analytical chemistry, organic chemistry, physical chemistry, and a full year sequence of biochemistry. The major pushes students to develop their critical thinking, scientific reasoning, and laboratory skills in a true interdisciplinary way. Students are required to participate in an on-campus research experience as a part of this program.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Science (p.) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I (4)</td>
<td></td>
</tr>
</tbody>
</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 222</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 329</td>
<td>Biochemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
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<tr>
<td>PHS 221</td>
<td>General Physics I (Calc Based)</td>
<td>4</td>
</tr>
<tr>
<td>PHS 222</td>
<td>General Physics II (Calc Based)</td>
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</tr>
<tr>
<td>CHE 326</td>
<td>Analytical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 341</td>
<td>Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>SCI 453</td>
<td>Science Senior Capstone</td>
<td>2</td>
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</tbody>
</table>

Please choose from one of these courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 435</td>
<td>Research and Techniques (4)</td>
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</table>

Total Credits 56

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SCI 455</td>
<td>Research in Science (4)</td>
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</tr>
</tbody>
</table>

Total Credits 67

Biology Major (BA Traditional)

Biology majors develop a strong foundation in biology by exploring cell biology, genetics, molecular biology, chemistry, evolutionary theory, scientific methodology, and laboratory techniques in our core curriculum. Students then have the opportunity to tailor their degree with various electives including immunology, microbiology, human anatomy and physiology, and human gross anatomy, in which students have access to a human cadaver lab. The coursework pushes students to sharpen their critical thinking, scientific reasoning, and laboratory skills.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Arts (p.) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
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<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Precalculus (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I (4)</td>
<td></td>
</tr>
</tbody>
</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>SCI 453</td>
<td>Science Senior Capstone</td>
<td>2</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 435</td>
<td>Research and Techniques (4)</td>
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</tr>
<tr>
<td>SCI 455</td>
<td>Research in Science (Instructor approval required) (4)</td>
<td></td>
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</tbody>
</table>

Electives

Select a minimum 17 credits of the following. Two courses must be 300 or 400 level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology 1 (4)</td>
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<tr>
<td>BIO 300</td>
<td>Microbiology 1 (4)</td>
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</tr>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I (4)</td>
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</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II (4)</td>
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<tr>
<td>BIO 335</td>
<td>Molecular Biology (4)</td>
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<tr>
<td>BIO 340</td>
<td>Science Issues and Ethics (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 350</td>
<td>Medical Terminology (2)</td>
<td></td>
</tr>
<tr>
<td>BIO 415</td>
<td>Biology of Aging (3)</td>
<td></td>
</tr>
<tr>
<td>BIO 430</td>
<td>Immunology (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 440</td>
<td>Human Gross Anatomy (4)</td>
<td></td>
</tr>
</tbody>
</table>
BIO 497 Biology Teaching Assistant (1)
KHS 473 Biomechanics (4)
PSY 310 Physiological Psychology (4)
SCI 436 Advanced Research & Techniques (4)
SCI 456 Advanced Research in Science (4)

Total Credits 39

1 Secondary education majors seeking 9-12 life science licensure must take BIO 230 and BIO 300 as part of their elective coursework.

Biology Major (BS Traditional)

Biology majors develop a strong foundation in biology by exploring cell biology, genetics, molecular biology, chemistry, evolutionary theory, scientific methodology, and laboratory techniques in our core curriculum. Students then have the opportunity to tailor their degree with various electives including immunology, microbiology, human anatomy and physiology, and human gross anatomy, in which students have access to a human cadaver lab. The coursework pushes students to sharpen their critical thinking, scientific reasoning, and laboratory skills. Students in the Bachelor of Science program are also required to participate in relevant research experiences on campus.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

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<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 125</td>
<td>Precalculus (4)</td>
<td></td>
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<tr>
<td>or MAT 135</td>
<td>Calculus I (4)</td>
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Required

Biology Core: 16

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIO 130</td>
<td>General Biology II (4)</td>
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<td>BIO 210</td>
<td>Genetics (4)</td>
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<tr>
<td>BIO 330</td>
<td>Cell Biology (4)</td>
<td></td>
</tr>
<tr>
<td>SCI 435</td>
<td>Research and Techniques (4)</td>
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</tr>
<tr>
<td>or SCI 455</td>
<td>Research in Science (4)</td>
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Chemistry Requirements: 12

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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHE 116</td>
<td>General Chemistry II (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry I (4)</td>
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Mathematics Requirement: 3-4

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<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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</tr>
<tr>
<td>or MAT 330</td>
<td>Advanced Probability and Statistics (4)</td>
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Physics Requirement: 4

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<thead>
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<th>Code</th>
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<tbody>
<tr>
<td>PHS 112</td>
<td>Introductory Physics for Biological and Health Sciences I (4)</td>
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</tr>
</tbody>
</table>

or PHS 221 General Physics I (Calc Based) (4)

SCI 453 Science Senior Capstone 2

Electives

Select a minimum of 17 credits of the following: (at least 2 courses must be 300/400 level)

<table>
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<tr>
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<td>KHS 473</td>
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<td>PSY 310</td>
<td>Physiological Psychology (4)</td>
<td></td>
</tr>
<tr>
<td>SCI 436</td>
<td>Advanced Research &amp; Techniques (4)</td>
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</tr>
<tr>
<td>SCI 456</td>
<td>Advanced Research in Science (4)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 54-55

Business Administration Major (BA Adult; Online Only)

This program is designed to prepare students with the knowledge and skills needed to work effectively in a business organization or as an entrepreneur. A business administration major is applicable to any industry and will provide the knowledge and skills for students to start their own business. The program provides a broad exposure to all the elements that make an organization function well.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td></td>
</tr>
<tr>
<td>ACC 384</td>
<td>Applied Accounting and Finance</td>
<td></td>
</tr>
<tr>
<td>or ACC 201</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>BUS 388</td>
<td>Business Analytics, Tools &amp; Techniques</td>
<td></td>
</tr>
<tr>
<td>BUS 415</td>
<td>Social Intelligence and Leadership</td>
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</tr>
<tr>
<td>BUS 425</td>
<td>Business Intelligence</td>
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</tr>
</tbody>
</table>
## Business Management Major (BA Traditional)

Develop crucial business skills in project management, team-building, HR management, and negotiations to enter the broad field of management. Using core business principles in marketing, finance, management, economics and entrepreneurship, develop a personal management style, learn motivation tactics, and utilize strategic planning skills with an emphasis on ethics. Investigate various dimensions of business decisions by delving into case studies and working as a consultant with area businesses to develop strategies for competitive advantage and growth.

### General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

### Degree Requirements

Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

#### Prerequisites from General Education

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>America in the Global Economy: Macroeconomics</td>
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<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
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#### Required

<table>
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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
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<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>CSC 121</td>
<td>Basics of Technology in Business</td>
<td>2</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
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</tr>
<tr>
<td>MAN 201</td>
<td>Business Analytics</td>
<td>2</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAN 302</td>
<td>Operations and Quality Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Please choose two of the following courses</td>
<td>8</td>
</tr>
<tr>
<td>MAN 350</td>
<td>Global Management (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 370</td>
<td>Leading Nonprofit Organizations (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 410</td>
<td>Managing Talent, Change and Negotiations (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 401</td>
<td>Business Strategy and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MAN 460</td>
<td>Managing Teams, Communication &amp; Projects</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Prerequisites (not counted in major credit total)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 221</td>
<td>General Physics I (Calc Based) (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
<td></td>
</tr>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
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</tr>
</tbody>
</table>

#### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 222</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 326</td>
<td>Analytical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 341</td>
<td>Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>PHS 222</td>
<td>General Physics II (Calc Based)</td>
<td>4</td>
</tr>
<tr>
<td>SCI 453</td>
<td>Science Senior Capstone</td>
<td>2</td>
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</table>

#### Electives

Select 3 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 329</td>
<td>Biochemistry II (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 335</td>
<td>Medicinal Chemistry (3)</td>
<td></td>
</tr>
<tr>
<td>CHE 497</td>
<td>Chemistry Teaching Assistant (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 41
Child Development Major (BA Adult; Online Only)

Students develop a philosophy for working in the field of early education based on developmentally appropriate practices and focused on advocacy and leadership. Courses in the program address the standards for initial professional preparation. CHD 400, CHD 402, and CHD 410 are prerequisites for all other courses in the program. This program does not lead to a teaching license. Students seeking a Minnesota Early Childhood teaching license should review the Early Childhood Education (Birth through Grade Three) major at Concordia University.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Child Learning and Development Major (BA Traditional)

This major focuses on the fundamental processes of child and adolescent development within the contexts of families, schools, peer groups, and larger cultural contexts. The major prepares students for a wide range of careers in education, psychology, social work, family medicine, public health, family law, and public policy. This major does not lead to a Minnesota teaching license.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.
Church Music Major (BA Traditional)

The Church Music major develops students into well-rounded church musicians, preparing them for careers as music professionals in a Christian worship setting. It enjoys all of the opportunities in Concordia’s Music program, but also provides these additional features:

a. there are organ, choral, piano, guitar, instrumental, composition, and self-designed tracks, thus equipping students to lead both traditional liturgies and contemporary worship formats.

b. each track shares the core musicianship (music theory/analysis/writing/ear-training/keyboards harmony) and music history courses. Private lessons and ensembles applicable to each track are also part of the core.

c. each track has specialized courses, culminating in a senior project/recital in the track.

d. the program culminates in recital performance in the student’s chosen track(s) and an internship in a metro area church.

e. students may add Director of Parish Music Certification by completing the Lutheran Theology minor, compiling a portfolio, and passing entrance and exit interviews with the Department of Theology and Ministry. This leads to rostered church worker status as a Commissioned Minister in The Lutheran Church—Missouri Synod.

With several tracks available, the Church Music Major at Concordia allows students to pursue music ministry in the area that best suits their interests and talents.

Practicums and Internship required for LCMS Certification

Additional Requirements for DCE/DCO Certification (16 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 381</td>
<td>Practicum in Christian Ministries 1</td>
<td>1</td>
</tr>
<tr>
<td>CHM 382</td>
<td>Practicum in Christian Ministries 2</td>
<td>1</td>
</tr>
<tr>
<td>CHM 481</td>
<td>Practicum in Christian Ministries 3</td>
<td>1</td>
</tr>
<tr>
<td>CHM 482</td>
<td>Practicum in Christian Ministries 4</td>
<td>1</td>
</tr>
<tr>
<td>CHM 498</td>
<td>Commissioned Ministry Internship I</td>
<td>6</td>
</tr>
<tr>
<td>CHM 499</td>
<td>Commissioned Ministry Internship II</td>
<td>6</td>
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</tbody>
</table>

Total Credits: 16

Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship (course placement assessed by music theory placement exam) (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I (assignment based on assessment by keyboard faculty) (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II (assignment based on assessment by keyboard faculty) (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 113</td>
<td>Class Piano III (1)</td>
<td></td>
</tr>
<tr>
<td>MUS 115</td>
<td>Beginning Guitar I (placement assessed only for students in guitar track) (1)</td>
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</tr>
</tbody>
</table>

Total Credits: 0

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MUS 121 Listening to Life: Global &amp; Popular Music (2)</td>
<td></td>
</tr>
</tbody>
</table>

Required
Communication Arts and Literature Education/Teaching Major (Grades 5-12) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Communication Arts and Literature (Grades 5 through 12).

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

2021-2022 63
Communication Studies Major (BA Traditional)

Lifelong skills such as speaking, working in groups, working with new media, organization, critical thinking, and writing form the foundation of the Communication Studies program. Classroom and on-the-job internship experiences prepare students for thoughtful and informed entry into countless career choices.

The Communication Studies major is based on research data which indicates that employers are interested in potential employees with skills in oral communication, listening, writing, interpersonal communication, interviewing and small group communication, and who have some career training and orientation.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication (4)</td>
<td></td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication (4)</td>
<td></td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Social/Mass Media Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 325</td>
<td>Social Media Relations &amp; Analytics</td>
<td>4</td>
</tr>
<tr>
<td>COM 327</td>
<td>Topics in Communication 2</td>
<td>6</td>
</tr>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 441</td>
<td>Communication Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>COM 442</td>
<td>Communication Theory</td>
<td>4</td>
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<tr>
<td>COM 443</td>
<td>Persuasive Communication</td>
<td>4</td>
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</tbody>
</table>

Total Credits 16

Supporting Courses

Visual Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>4</td>
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Total Credits 21

Public Relations and Marketing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 313</td>
<td>Advertising and Promotions</td>
<td>4</td>
</tr>
<tr>
<td>MAR 470</td>
<td>Digital Marketing</td>
<td>2</td>
</tr>
<tr>
<td>MAR 471</td>
<td>Global Marketing</td>
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<tr>
<td>COM 320</td>
<td>Media and Public Relations</td>
<td>4</td>
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</table>

Total Credits 20

Sport Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Marketing and Fundraising</td>
<td>4</td>
</tr>
<tr>
<td>KHS 393</td>
<td>Planning &amp; Managing Sport Facilities</td>
<td>4</td>
</tr>
<tr>
<td>KHS 394</td>
<td>Sport Business</td>
<td>4</td>
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</table>

Total Credits 16

Writing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 227</td>
<td>Column Writing</td>
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</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum</td>
<td>1</td>
</tr>
<tr>
<td>ENG 228</td>
<td>Review Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.

Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/).
Community Arts Major (BA Traditional)

This program is designed to prepare students for various careers in the arts and fields that connect community service to interest in the arts. Students will gain an understanding of theories of community building and arts concepts related to the public creation and presentation of community arts projects and events. Upon completion of the program, students will have knowledge of the role the arts can play in community building, an ability to listen to community needs and respond by facilitating or producing responsive arts works or events. Community building, critical thinking and creative problem solving skills prepare students for a variety of careers in related fields.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
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</tr>
<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 300</td>
<td>Community Arts</td>
<td>4</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 498</td>
<td>Arts Internship</td>
<td>8</td>
</tr>
<tr>
<td>ART 499</td>
<td>Art Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I (3)</td>
<td></td>
</tr>
<tr>
<td>ART 332</td>
<td>Screen Printmaking (3)</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 374</td>
<td>Art of Mexico (3)</td>
<td></td>
</tr>
<tr>
<td>ART 375</td>
<td>Art of Asia (3)</td>
<td></td>
</tr>
<tr>
<td>ART 376</td>
<td>World Art (3)</td>
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<tr>
<td>Electives:</td>
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<tr>
<td>Select 8 credits of the following:</td>
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</tr>
<tr>
<td>ART 211</td>
<td>Illustration (3)</td>
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</tr>
<tr>
<td>ART 251</td>
<td>Sculpture I (3)</td>
<td></td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I (3)</td>
<td></td>
</tr>
<tr>
<td>ART 311</td>
<td>Figure Drawing (3)</td>
<td></td>
</tr>
<tr>
<td>ART 321</td>
<td>Painting II (3)</td>
<td></td>
</tr>
<tr>
<td>ART 331</td>
<td>Relief Printmaking (3)</td>
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</tr>
<tr>
<td>ART 333</td>
<td>Intaglio Printmaking (3)</td>
<td></td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II (3)</td>
<td></td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography (2)</td>
<td></td>
</tr>
<tr>
<td>ART 351</td>
<td>Sculpture II (3)</td>
<td></td>
</tr>
<tr>
<td>ART 361</td>
<td>Ceramics II (3)</td>
<td></td>
</tr>
</tbody>
</table>
Criminal Justice Major

The Criminal Justice BA Program is designed for students who desire to enter or are newly entering a Criminal Justice System (CJS) profession and those already established seeking long-term career aspirations. The course content is an overarching view of the multi-systemic CJS highlighting foundational and evolving changes, current research trends, professionalism, ethics, creative decision-making, and leadership development as central themes throughout the program. This program offers students the opportunity to explore their criminal justice interests and develop leadership aptitude while building valuable, career-ready, and promotable skillsets upon graduation. The CJ-BA Program has been approved by the Minnesota Board of Peace Officer Standards and Training (POST) academic licensure requirements, and continuing education (CE) credits toward annual licensure requirements.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJP 442</td>
<td>Foundations of the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJP 446</td>
<td>Research Methods in Criminology and Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJP 456</td>
<td>Building an Integrated Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJP 461</td>
<td>Constitutional and Criminal Law and Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJP 472</td>
<td>Cultural Considerations in Criminal Justice Systems</td>
<td>4</td>
</tr>
<tr>
<td>CJP 475</td>
<td>Ethical Dilemmas and Fundamental Leadership in the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJP 478</td>
<td>Contemporary Issues in the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJP 483</td>
<td>Exploring the Criminal Mind and Identifying Suspect Behavior</td>
<td>4</td>
</tr>
<tr>
<td>CJP 487</td>
<td>Delinquent and Criminal Behaviors Across the Life Course</td>
<td>4</td>
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</table>

Please choose from one of these courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CJP 405</td>
<td>Minnesota State Criminal Law and Traffic Codes (4)</td>
<td></td>
</tr>
<tr>
<td>CJP 491</td>
<td>Forensic Exploration in the Criminal Justice System (4)</td>
<td></td>
</tr>
<tr>
<td>CJP 495</td>
<td>Criminal Justice Experiential Learning eFolio</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 44

Diagnostic Medical Sonography (AAS)

Concordia University, St. Paul offers an Associate of Applied Science (AAS) in Diagnostic Medical Sonography degree program, which is designed to prepare students to work as health care professionals, to interact with other health care professionals and patients in a professional and ethical manner, to develop the best possible technical skills in sonography, and to demonstrate at all times the utmost respect and concern for the well-being of the patients they serve.

Graduates will be prepared to provide health care services as sonographers. The diagnostic medical sonographer works under the direction of a physician, using ultrasound imaging techniques for purposes of diagnosis.

Degree Requirements

Associate of Applied Science (p. 49) degree consists of a minimum of 60 credits, which includes a minimum of 20 general education credits and a minimum of 30 program-related occupational or technical credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 117</td>
<td>Human Anatomy &amp; Physiology for Sonography</td>
<td>4</td>
</tr>
<tr>
<td>DMS 100</td>
<td>Introduction to Ultrasound</td>
<td>1</td>
</tr>
<tr>
<td>MAT 165</td>
<td>Quantitative Reasoning for Health Care Professionals (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing (4)</td>
<td></td>
</tr>
<tr>
<td>PHS 112</td>
<td>Introductory Physics for Biological and Health Sciences I (4)</td>
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Total Credits 5

<table>
<thead>
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<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>THL 200</td>
<td>Scripture and its interpretation: A Global Introduction to the Bible</td>
<td>3</td>
</tr>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 165</td>
<td>Quantitative Reasoning for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>PHS 112</td>
<td>Introductory Physics for Biological and Health Sciences I</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 22

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>DMS 120</td>
<td>Gynecology I</td>
<td>2</td>
</tr>
<tr>
<td>DMS 105</td>
<td>Ultrasound Physics</td>
<td>4</td>
</tr>
<tr>
<td>DMS 135</td>
<td>Introduction to Vascular</td>
<td>2</td>
</tr>
<tr>
<td>DMS 200</td>
<td>Medical Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>DMS 110</td>
<td>Abdominal I</td>
<td>3</td>
</tr>
<tr>
<td>DMS 140</td>
<td>Ob/Gyn II</td>
<td>3</td>
</tr>
</tbody>
</table>
### Echocardiography Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECH 110</td>
<td>Foundations of Echocardiography</td>
<td>4</td>
</tr>
<tr>
<td>ECH 115</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ECH 100</td>
<td>Clinical Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>ECH 200</td>
<td>Medical Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ECH 155</td>
<td>Adult Echocardiography I</td>
<td>5</td>
</tr>
<tr>
<td>ECH 150</td>
<td>Clinical Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>ECH 105</td>
<td>Ultrasound Physics</td>
<td>4</td>
</tr>
<tr>
<td>ECH 255</td>
<td>Adult Echocardiography II</td>
<td>4</td>
</tr>
<tr>
<td>ECH 225</td>
<td>Clinical Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>ECH 275</td>
<td>Stress and Contrast Echocardiography</td>
<td>3</td>
</tr>
<tr>
<td>ECH 250</td>
<td>Special Procedures</td>
<td>4</td>
</tr>
<tr>
<td>ECH 280</td>
<td>Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>ECH 290</td>
<td>Clinical Practicum V</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits**: 46

* Courses count towards general education requirement.

CSP’s Associate of Applied Science (AAS) in Diagnostic Medical Sonography (DMS) prepares students to take the ARDMS board examinations (SPI and a specialty board) upon completion of 12 months of full-time clinical ultrasound experience. To see what is required to sit for each ARDMS board examination, please click [here](https://www.ardms.org/get-certified/application-and-exam-resources/). The ARDMS board examinations (SPI and a specialty board) are required to practice in each state. In addition, currently New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers within those particular states as an additional requirement. To see the additional requirements for each of those states, please click [here](https://www.sdms.org/advocacy/state-licensure/).

### Digital Marketing (BA)

A degree in digital marketing prepares you to address a rapidly changing marketing landscape by applying online promotional methods within marketing strategies. Learn to use email marketing, social media marketing, and Search Engine Optimization (SEO) to reach specific consumers. Create winning marketing strategies using marketing data and web analytics to promote a product, company, or brand to a specific target market. The Digital Marketing BA can launch you into a marketing career with cutting edge digital marketing skills and a solid foundation in business.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

### Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Required</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
<td>or ACC 384</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Applied Accounting and Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 210</td>
<td>Microsoft Excel Core</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MKM 456</td>
<td>Marketing Information and Analysis</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MKM 480</td>
<td>Business Plan</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>DMCX 300</td>
<td>Social Media Marketing</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DMCX 350</td>
<td>Email Marketing</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DMCX 400</td>
<td>Search Engine Optimization/Search Engine</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>Marketing (SEO/SEM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMCX 425</td>
<td>Marketing Analytics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DMCX 450</td>
<td>Viral and Organic Growth</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 43

### Director of Christian Education

Director of Christian Education - See Christian Ministry Major (p. 61)

### Director of Christian Outreach

Director of Christian Outreach - See Christian Ministry Major (p. 61)

### Director of Parish Music

Director of Parish Music (DPM): This program leads to certification as a called church musician in the Lutheran Church-Missouri Synod. To achieve this program, students complete the Lutheran Theology minor (p. 102) and the Church Music major (p. 62), as well as entrance and exit interviews through the Department of Theology and Ministry.

### Early Childhood Education/Teaching Major (Birth-Grade 3) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Early Childhood Education (Birth through Grade 3).
General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 200</td>
<td>Foundations of Elementary Mathematics (4)</td>
<td></td>
</tr>
<tr>
<td>ECE 321</td>
<td>Preschool Education</td>
<td>2</td>
</tr>
<tr>
<td>ECE 323</td>
<td>Kindergarten Education</td>
<td>2</td>
</tr>
<tr>
<td>ECE 324</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECE 325</td>
<td>Education of Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>ECE 326</td>
<td>Building Primary Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ECE 425</td>
<td>Young Children with Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>ECE 427</td>
<td>Authentic Assessment and Guidance in ECE</td>
<td>3</td>
</tr>
<tr>
<td>ED 201</td>
<td>Foundations of and Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
</tr>
<tr>
<td>ED 335</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 342</td>
<td>Teaching Literacy</td>
<td>4</td>
</tr>
<tr>
<td>ED 344</td>
<td>The Effective Teacher</td>
<td>3</td>
</tr>
<tr>
<td>ED 371</td>
<td>Teaching Practicum</td>
<td>4</td>
</tr>
<tr>
<td>ED 360</td>
<td>Content &amp; Mthd for K-6 Mathema</td>
<td>4</td>
</tr>
<tr>
<td>ED 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED 471</td>
<td>Student Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>58</td>
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</tbody>
</table>

Elementary Education/Teaching Major (Grades K-6) (BA Traditional)
Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Elementary Education (Grades K through 6).
Endorsements to be Added to Elementary Education Majors

Grades 5–8 Communication Arts and Literature Endorsement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 477</td>
<td>Teaching Grades 5-8 Communication Arts and Literature</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ED 471</td>
<td>Student Teaching</td>
<td>4</td>
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</table>

Grades 5–8 Middle School Mathematics Endorsement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 475</td>
<td>Teaching 5-8 Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ED 471</td>
<td>Student Teaching</td>
<td>4</td>
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</table>

Grades 5–8 Social Studies Endorsement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 476</td>
<td>Teaching Grades 5-8 Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ED 471</td>
<td>Student Teaching</td>
<td>4</td>
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</tbody>
</table>

Kindergarten Endorsement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECE 322</td>
<td>Kindergarten Endorsement Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED 375</td>
<td>Teaching Practicum: Kindergarten Endorsement Methods Field Experience</td>
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Total Credits 3

Pre-Primary Endorsement

<table>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECE 321</td>
<td>Preschool Education</td>
<td>2</td>
</tr>
<tr>
<td>ECE 324</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECE 427</td>
<td>Authentic Assessment and Guidance in ECE</td>
<td>3</td>
</tr>
<tr>
<td>ED 471</td>
<td>Student Teaching</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 12

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/).

English as a Second Language

Education/Teaching Major (Grades K-12) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for English as a Second Language (K through 12).

Prerequisite – Demonstration of proficiency in a language other than English through:

a. two years of a world language at the secondary level;
b. one year of a world language at a post-secondary level; or
c. equivalent literacy in the candidate’s primary language

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Arts degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td></td>
</tr>
</tbody>
</table>
Degree Requirements

Bachelor of Arts degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

### Required Courses

- **ENG 220** Applied Grammar
- **ENG 338** History and Principles of the English Language

### Required Education Courses

- **ED 201** Foundations of and Introduction to Education
- **ED 290** Language and Society
- **ED 330** Human Diversity and Relations
- **ED 336** Educational Psychology
- **ED 342** Teaching Literacy
- **ED 344** The Effective Teacher
- **ED 348** Second Language Acquisition
- **ED 371** Teaching Practicum
- **ED 382** Foundations for Instructional Strategies for English Learners
- **ED 389** Instructional Strategies for English Learners
- **ED 439** The Inclusive Classroom
- **ED 485** Assessment of ESL Students
- **ED 487** Reading Across the Content Areas
- **ED 470** Health Education for Teachers
- **ED 472** Student Teaching

### Total Credits

61

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program. #Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a02845f45ee895980a8c8b71432/).

### English with an Emphasis in Creative Writing Major (BA Traditional)

In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Creative Writing is one of the three areas of emphasis available to students.

### General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

### Electives

Select 4-6 credits of the following to reach a total of 41 credits: 1

- Any 200-level or above course in English not already taken
- Any 200-level or above course in Art, Music, or Theatre

### Total Credits

40

1 Only 4 credits may be taken outside of the English department

### English with an Emphasis in Literature Major (BA Traditional)

In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in
the Writing Center, student teaching or gaining internship experience at a local business. Literature is one of the three areas of emphasis available to students.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication (4)</td>
<td></td>
</tr>
<tr>
<td>or COM 212</td>
<td>Public Speaking (4)</td>
<td></td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing (4)</td>
<td></td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature (4)</td>
<td></td>
</tr>
</tbody>
</table>

**Required**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 369</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENG 440</td>
<td>Literary Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>4</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship</td>
<td>2-4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 325</td>
<td>Creative Writing I</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 365</td>
<td>British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 366</td>
<td>British Literature II: Romantics, Victorians, Moderns, Post-Moderns</td>
<td></td>
</tr>
<tr>
<td>ENG 375</td>
<td>World Literature I: Western Classical Literature</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 376</td>
<td>World Literature II: Geographic or Thematic</td>
<td></td>
</tr>
<tr>
<td>ENG 385</td>
<td>American Literature I: Beginnings to 1860</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 386</td>
<td>American Literature II: 1860-Present</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Select 2-4 credits of the following to reach 41 credits:

- One of the Literature courses above that has not been taken

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 227</td>
<td>Column Writing (2)</td>
<td></td>
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<tr>
<td>ENG 228</td>
<td>Review Writing (2)</td>
<td></td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1 (2)</td>
<td></td>
</tr>
<tr>
<td>ENG 326</td>
<td>Topics in Writing (2)</td>
<td></td>
</tr>
<tr>
<td>ENG 330</td>
<td>Young Adult Literature (2)</td>
<td></td>
</tr>
<tr>
<td>ENG 338</td>
<td>History and Principles of the English Language (2)</td>
<td></td>
</tr>
<tr>
<td>ENG 487</td>
<td>Topics in Literature (2-4)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

40

1. ENG 365, ENG 366, ENG 375, ENG 376, ENG 385, or ENG 386

**English with an Emphasis in Journalism and Professional Writing Major (BA Traditional)**

In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Journalism/Professional Writing is one of the three areas of emphasis available to students.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 120</td>
<td>College Writing (4)</td>
<td></td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature (4)</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship</td>
<td>2-4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**

Select 2-4 credits of the following to reach 41 credits:

- One of the Literature courses above that has not been taken

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 286</td>
<td>Journalism I: Beginnings to 1860</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 325</td>
<td>Creative Writing I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 365</td>
<td>British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 366</td>
<td>British Literature II: Romantics, Victorians, Moderns, Post-Moderns</td>
<td></td>
</tr>
<tr>
<td>ENG 375</td>
<td>World Literature I: Western Classical Literature</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 376</td>
<td>World Literature II: Geographic or Thematic</td>
<td></td>
</tr>
<tr>
<td>ENG 385</td>
<td>American Literature I: Beginnings to 1860</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 386</td>
<td>American Literature II: 1860-Present</td>
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</tr>
</tbody>
</table>

**Total Credits**

40
Exercise Science 3+2 Option (BA + MS Exercise Science)

The undergraduate Exercise Science major focuses on kinesiology concepts in human movement, exercise, and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, and health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sports management, sport psychology, and more.

The Master of Science in Exercise Science is designed to advance the skills and knowledge of current and future Exercise Science professionals. By utilizing a combination of theoretical inquiry and practical application, students will gain greater insight regarding exercise testing and prescription as they relate to working with diverse populations. Major topics discussed include exercise physiology, exercise testing, applied exercise prescription, biomechanics, nutrition and metabolism, and psychology of sport and exercise. This program will prepare students to become leaders within the Exercise Science industry.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires:

1. Completion of 64 credits or an associate's degree,
2. a 3.00 CGPA,
3. a written essay, and
4. an interview (telephone or in person) with the department.

Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 225</td>
<td>Foundations of Exercise and Sports Science</td>
<td>4</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport and Exercise Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits

Exercise Science Major (BA Traditional, BA Adult Online)

The Exercise Science major focuses on kinesiology concepts in human movement, exercise, and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, and health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sport management, sport psychology, and more.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

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<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>KHS 225</td>
<td>Foundations of Exercise and Sports Science</td>
<td>4</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport and Exercise Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 394</td>
<td>Sport Business</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control &amp; Motor Learning</td>
<td>4</td>
</tr>
<tr>
<td>KHS 450</td>
<td>Exercise Assessment</td>
<td>4</td>
</tr>
</tbody>
</table>
**Exercise Science Major (BS Traditional)**

The Bachelor of Science in Exercise Science focuses on kinesiology science concepts in human movement, exercise, and wellness. This program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, and health and wellness education. This B.S. degree can also serve as preparation for post-baccalaureate study in areas such as physical therapy, chiropractic, human growth, aging, athletic training, biomechanics, exercise physiology, sport management, sport psychology, and more. The B.S. degree is a more in depth major with additional coursework in Biology, Mathematics, and Human Anatomy.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education requirements.

**Degree Requirements**

Bachelor of Science degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
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</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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</table>

**Required**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 225</td>
<td>Foundations of Exercise and Sports Science</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>KHS 316</td>
<td>Psychology of Sport Injury and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control &amp; Motor Learning</td>
<td>4</td>
</tr>
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<td>KHS 450</td>
<td>Exercise Assessment</td>
<td>4</td>
</tr>
<tr>
<td>KHS 472</td>
<td>Athletic Training, Injury Prevention, and Safety</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 475</td>
<td>Applied Exercise Prescription</td>
<td>4</td>
</tr>
<tr>
<td>KHS 498</td>
<td>Internship</td>
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**Electives**

Select 12 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Exercise Science Major with an Emphasis in Athletic Training (BS Traditional)**

The Bachelor of Science in Exercise Science with an emphasis in Athletic Training focuses on kinesiology concepts in rehabilitation sciences, human movement, exercise, and management. This exercise science degree focuses on preparing students for graduate programs, including Athletic Training.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education requirements.

**Degree Requirements**

Bachelor of Science degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
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<th>Code</th>
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<tbody>
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<td>General Biology I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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</tbody>
</table>

**Co-requisites from General Education**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PHS 112</td>
<td>Introductory Physics for Biological and Health Sciences I</td>
<td>4</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 311</td>
<td>Functional Anatomy</td>
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<td>Exercise Assessment</td>
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<td>Athletic Training, Injury Prevention, and Safety</td>
<td>4</td>
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<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>
Family Science 3+2 Option (BA + MA Family Science)

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires:

1. Completion of 64 credits or an associate's degree,
2. a 3.00 CGPA,
3. a written essay, and
4. an interview (telephone or in person) with the department.

The undergraduate and graduate degrees will be conferred simultaneously upon conclusion of the master's degree to ensure all student outcomes have been met. Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

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</tr>
</thead>
<tbody>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
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</tr>
<tr>
<td>FAS 200</td>
<td>Intro to Family Life Ed</td>
<td>3</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 253</td>
<td>Marriage and Family</td>
<td>4</td>
</tr>
<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging with a Lifespan Perspective</td>
<td>4</td>
</tr>
<tr>
<td>FAS 507</td>
<td>Seminar in Family Science</td>
<td>3</td>
</tr>
<tr>
<td>FAS 506</td>
<td>Families In Society</td>
<td>3</td>
</tr>
<tr>
<td>FAS 532</td>
<td>Navigating the Oceans of Data and Information in Family Life Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 504</td>
<td>Systemic Dynamics of Families</td>
<td>3</td>
</tr>
<tr>
<td>FAS 540</td>
<td>Family Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>FAS 498</td>
<td>Family Science Fieldwork/Internship (Taken concurrently with FAS 540)</td>
<td>3</td>
</tr>
<tr>
<td>FAS 530</td>
<td>Family Communication and Relationships</td>
<td>3</td>
</tr>
<tr>
<td>FAS 560</td>
<td>Intimate Relationships</td>
<td>3</td>
</tr>
<tr>
<td>FAS 551</td>
<td>Seminar in Human Growth</td>
<td>3</td>
</tr>
<tr>
<td>FAS 498</td>
<td>Family Science Fieldwork/Internship (Taken concurrently with FAS 570)</td>
<td>3</td>
</tr>
<tr>
<td>FAS 570</td>
<td>Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 525</td>
<td>Public Policy and Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FAS 534</td>
<td>Reflexive Assessment and Evaluation in Family Life Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 576</td>
<td>Methods in Programming</td>
<td>3</td>
</tr>
<tr>
<td>FAS 498</td>
<td>Family Science Fieldwork/Internship (Taken concurrently with ED 510)</td>
<td>3</td>
</tr>
<tr>
<td>FAS 510</td>
<td>Capstone: CFLE (Non-CFLE students take FAS511)</td>
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</tr>
</tbody>
</table>

Total Credits 78

Family Science Major (BA Adult; Online Only)

Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. It is a program for students who have a genuine care and concern for individuals and families and are interested in how families can function more effectively.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

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</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td>4</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology (4)</td>
<td>4</td>
</tr>
<tr>
<td>FAS 200</td>
<td>Intro to Family Life Ed</td>
<td>3</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
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<td>PSY 220</td>
<td>Adolescent Psychology</td>
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<tr>
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<td>Marriage and Family</td>
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<td>FAS 498</td>
<td>Family Science Fieldwork/Internship (Taken concurrently with FAS 540)</td>
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<td>FAS 530</td>
<td>Family Communication and Relationships</td>
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<td>FAS 551</td>
<td>Seminar in Human Growth</td>
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</tr>
<tr>
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<td>Family Science Fieldwork/Internship (Taken concurrently with FAS 570)</td>
<td>3</td>
</tr>
<tr>
<td>FAS 570</td>
<td>Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>FAS 525</td>
<td>Public Policy and Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>FAS 534</td>
<td>Reflexive Assessment and Evaluation in Family Life Education</td>
<td>3</td>
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<tr>
<td>FAS 576</td>
<td>Methods in Programming</td>
<td>3</td>
</tr>
<tr>
<td>FAS 498</td>
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<td>3</td>
</tr>
<tr>
<td>FAS 510</td>
<td>Capstone: CFLE (Non-CFLE students take FAS511)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 78
Family Science Major (BA Traditional)

Students graduating with a Family Science major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Prerequisites from General Education</th>
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</thead>
<tbody>
<tr>
<td>FAS 43</td>
<td>Parent Education</td>
</tr>
<tr>
<td>FAS 44</td>
<td>Family Law, Public Policy, and Applied Ethics</td>
</tr>
<tr>
<td>FAS 498</td>
<td>Family Science Fieldwork/Internship</td>
</tr>
<tr>
<td>or FAS 490</td>
<td>Capstone: CFLE</td>
</tr>
<tr>
<td>or FAS 491</td>
<td>Capstone: Non-CFLE</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
</tr>
</tbody>
</table>

Concordia's online B.A. in Family Science degree program is approved by the National Council on Family Relations (NCFR). Students can choose between a certified or non-certified track, but must do so before the third course in the Family Science degree program. Upon successful completion of the program, CFLE Track students will be provisionally certified as Family Life Educators. Non-CFLE students are eligible to sit for the national exam to gain provisional certification. Provisional certification is available to applicants who have completed the program, but who have not yet earned enough work experience hours in Family Life Education to qualify for full-certification status (3200 hours).

Finance Major (BS Traditional)

Prepare for a career in corporate finance and in the various sectors of the finance industry. Concordia finance majors acquire skills in financial theory and practice, investments and portfolio management, money and banking, and international finance. Students come away with a rich knowledge in planning, raising capital, investment and portfolio management, budgeting and assessing risk.

The finance program is designed to be responsive to the needs of business. Finance is a relevant major for those considering a variety of careers in investment banking, risk management, mergers and acquisitions, credit cards, traditional banking, treasury, insurance, financial planning, and other financial fields.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Science (p. 52) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Prerequisites from General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics (4)</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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</tbody>
</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
</tr>
<tr>
<td>MAN 201</td>
<td>Business Analytics</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
</tr>
<tr>
<td>FIN 211</td>
<td>Personal Finance</td>
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<tr>
<td>CSC 210</td>
<td>Microsoft Excel Core</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Principles of Managerial Accounting</td>
</tr>
<tr>
<td>MAN 202</td>
<td>Analytics, Modeling, and Techniques</td>
</tr>
<tr>
<td>FIN 311</td>
<td>Corporate Finance II</td>
</tr>
<tr>
<td>ECO 401</td>
<td>Global Economics</td>
</tr>
<tr>
<td>FIN 411</td>
<td>Investments and Capital Markets</td>
</tr>
<tr>
<td>FIN 413</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>or ACC 311</td>
<td>Intermediate Accounting I</td>
</tr>
</tbody>
</table>
Graphic Design Major (BA Traditional)

This program is designed to prepare students for creative professions like graphic design and other communications-related fields that rely on visual imagery. Students will gain an understanding of design theories and practices related to production in all areas of graphic design for traditional and emerging digital media. Upon completion of the program, students will have advanced craft, theory, process, and technical skills, and the ability to produce thoughtful and informed work in such areas as institutional branding and identity, new media, web development and interactivity, product design, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, or social change.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 284</td>
<td>Graphic Imagery</td>
<td>4</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 384</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 482</td>
<td>Graphic Design III</td>
<td>4</td>
</tr>
<tr>
<td>ART 484</td>
<td>Typography II</td>
<td>4</td>
</tr>
<tr>
<td>ART 485</td>
<td>Graphic Design Senior Projects 1</td>
<td>4</td>
</tr>
<tr>
<td>ART 486</td>
<td>Graphic Design Senior Projects 2</td>
<td>4</td>
</tr>
<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>56</td>
</tr>
</tbody>
</table>


Graphic Design Major (BFA Traditional)

This intensive 4-year program is designed to prepare students at the highest level for creative professions like graphic design and other communications-related fields that rely on visual imagery. Students will gain an understanding of design theories and practices related to production in all areas of graphic design for traditional and emerging digital formats. The addition of substantial advanced studio, theory, and contextual work beyond the BA means that upon completion of the program students will understand professional level craft, theory, process, and technical skills, and an ability to produce thoughtful and informed work in such areas as institutional branding and identity, new media, web development and interactivity, product design, package design, publication design, advertising, illustration, signage and exhibition design, sustainability, spirituality, and social change.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Fine Arts (p. 52) degree consists of a major in the visual or performing arts of typically 77 to 80 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 271</td>
<td>Survey of Western Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Survey of Western Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 284</td>
<td>Graphic Imagery</td>
<td>4</td>
</tr>
<tr>
<td>ART 311</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 384</td>
<td>Typography I</td>
<td>4</td>
</tr>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
</tr>
<tr>
<td>ART 482</td>
<td>Graphic Design III</td>
<td>4</td>
</tr>
<tr>
<td>ART 483</td>
<td>Web Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 484</td>
<td>Typography II</td>
<td>4</td>
</tr>
<tr>
<td>ART 485</td>
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<td>4</td>
</tr>
<tr>
<td>ART 486</td>
<td>Graphic Design Senior Projects 2</td>
<td>4</td>
</tr>
<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART XXX</td>
<td>Printmaking Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART XXX</td>
<td>Studio Elective</td>
<td>7</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

Health Care Administration Major (BA Adult; Online Only)

This program is designed to give students the knowledge and skills to become leaders in any health care field. Throughout the Health Care Administration degree program, students will develop practical experience and confidence that will help them succeed in a rapidly changing health care industry. The coursework explores current trends and events in the health care industry, evaluates how various business principles shape and affect these trends, and emphasizes the role of leaders within the health care industry.
**General Education Requirements**
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**
Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

### Code | Title | Credits
--- | --- | ---
HCR 250 | Leadership Communication | 4
HCR 220 | Epidemiological Foundation | 4
HCR 350 | Healthcare Diversity and Global Issues | 4
HCR 400 | Health Care Finance | 4
HCR 425 | Health Care Economics | 4
HCR 435 | Ethics and Decision Making in Health Care Environments | 4
HCR 440 | Legal Environment for Healthcare Managers | 4
HCR 340 | Health Care Information Systems | 4
HCR 325 | Compliance and Regulatory Requirements | 4
HCR 300 | Strategic Leadership of Resources, People and Teams | 4

**Total Credits** 40

### Health Education Teaching Major (Grades 5-12) (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Health (Grades 5 through 12).

#### General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

#### Degree Requirements
Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

### Code | Title | Credits
--- | --- | ---
ED 330 | Human Diversity and Relations | 2
ED 344 | The Effective Teacher | 3
ED 371 | Teaching Practicum | 3
ED 410 | Health Methods and Strategies | 3
ED 487 | Reading Across the Content Areas | 3
ED 439 | The Inclusive Classroom | 2
ED 472 | Student Teaching | 15

**Total Credits** 51

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. *Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.* ##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfc6a0284545e6095980a8b71432/).

### History Major (BA Traditional)
The study of History at Concordia University is not only about the past—it is also about the present and the future. A student in this program will learn to think critically about change over time and how contemporary society has been shaped by all those who came before. The program stresses both global and community education. The program offers students the global knowledge they will need to compete in the 21st century. At the same time, students can experience and witness local history first-hand. The History major will allow students to develop skills in both research and content knowledge. The program offers courses that focus on the entire globe. Students get a mix of political, social, economic, and diplomatic history. The major requires a senior research project, where students do an original research paper, as well as a senior readings course. The remaining classes are electives, with the stipulation that at least one of those courses has a global focus. History majors are also required to do an internship, which helps them prepare for their careers and the job market.

#### General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

#### Degree Requirements
Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

### Code | Title | Credits
--- | --- | ---
HIS 121 | World History | 4
HIS 212 | Introduction to History | 4
HIS 231 | USA to 1877 | 4
HIS 233 | USA since 1877 | 4
HIS 267 | Introduction to Latin America | 4
HIS 285 | European History Since 1789 | 4
HIS 401 | Research and Writing in History | 4
HIS 498  Internship  4-8

**Electives**
Select 8 to 12 credits of upper-level (300 to 400) HIS or POL courses to total 44 credits  8-12

**Total Credits**  44

**Human Resource Management Major (BA Adult)**

This program provides students with a practical and thorough study of the skills required by human resource practitioners. Students receive training in key areas of human resources and applications to the dynamics of organizations today and in the future. The overall context of the plan of study centers on the role of a human resource office as a strategic partner within its organization.

**General Education Requirements**
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>ACC 384 or ACC 201</td>
<td>Applied Accounting and Finance or Principles of Financial Accounting</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>BUS 388</td>
<td>Business Analytics, Tools &amp; Techniques</td>
</tr>
<tr>
<td>HRM 382</td>
<td>Human Resource Management and Employment Law Overview</td>
</tr>
<tr>
<td>HRM 400</td>
<td>Recruitment, Selection, Onboarding, and Inclusion</td>
</tr>
<tr>
<td>HRM 405</td>
<td>Strategic Compensation Systems</td>
</tr>
<tr>
<td>HRM 410</td>
<td>Organizational Development and Change</td>
</tr>
<tr>
<td>HRM 440</td>
<td>Human Resources Planning, Data Analytics and Performance Management</td>
</tr>
<tr>
<td>HRM 470</td>
<td>Strategic Human Resources</td>
</tr>
</tbody>
</table>

**Total Credits**  40

**Information Systems (BS)**

This program prepares students with a holistic background in technology management including all elements that comprise an organization’s digital transformation. Topics include discovery of cutting-edge technologies, cyber defense, information science, data analytics and traditional and agile project management. An understanding of artificial intelligence (AI) and its implication in automating a lean, competitive workplace of the future will be explored.

**General Education Requirements**
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**
Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 305</td>
<td>Introduction to Computer-Based Information Systems</td>
</tr>
<tr>
<td>ITM 342</td>
<td>Project and Lifecycle Management</td>
</tr>
<tr>
<td>ITM 400</td>
<td>Managing Technology Organizations</td>
</tr>
<tr>
<td>ITM 410</td>
<td>Foundations of Cyber Security and Network Defense</td>
</tr>
<tr>
<td>ITM 420</td>
<td>Applied Systems Analysis and Design</td>
</tr>
<tr>
<td>BUS 388</td>
<td>Business Analytics, Tools &amp; Techniques</td>
</tr>
<tr>
<td>CSC 230</td>
<td>Database Design</td>
</tr>
<tr>
<td>ITM 440</td>
<td>Applied Research Project</td>
</tr>
<tr>
<td>ITM 425</td>
<td>Digital Transformation of Business</td>
</tr>
<tr>
<td>ITM 345</td>
<td>The Evolution of Agile Management</td>
</tr>
<tr>
<td>ITM 434</td>
<td>Fundamentals of Artificial Intelligence</td>
</tr>
</tbody>
</table>

Students will select one course from the list below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 115</td>
<td>Introduction to Python</td>
</tr>
<tr>
<td>CSC 135</td>
<td>Client-Side Web Development</td>
</tr>
<tr>
<td>CSC 210</td>
<td>Microsoft Excel Core</td>
</tr>
</tbody>
</table>

**Total Credits**  48

**International Business Major (BS Traditional)**

The International Business major prepares students for careers in multinational corporations, both at home and abroad. The program is built upon the same robust core of business subjects that all business majors share. Additionally, students gain an understanding of how to conduct business in a foreign country, including understanding the customs, opportunities, and challenges of working across cultures. Learning about management and leadership abroad, global marketing, logistics of international trade, and investments made in foreign markets will prepare students to work in the complex and competitive international business world.

**General Education Requirements**
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**
Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
</tr>
</tbody>
</table>

**Prerequisites from General Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
</tr>
</tbody>
</table>

**Total Credits**  40
MAT 110  Introduction to Probability and Statistics (3)

**Required 1**

ECO 102  Microeconomics 2
MAN 120  Business Fundamentals and Entrepreneurship 2
CSC 121  Basics of Technology in Business 2
ACC 201  Principles of Financial Accounting 4
SPA 101  Beginning College Spanish I 2 4
SPA 102  Beginning College Spanish II 2 4
MAN 201  Business Analytics 2
MAN 204  Legal Environment of Business 2
COM 309  Intercultural Communication 4
FIN 301  Corporate Finance I 4
MAN 301  Organizational Behavior 4
MAR 301  Principles of Marketing 4
BUS 388  Business Analytics, Tools & Techniques 4
MAL 402  Team Leadership 4
MAL 404  Leading Change 4
MAL 406  Project Management 4
MAL 408  Conflict Management and Negotiations 4
MAR 410  Strategic Planning Capstone 4

**Total Credits** 54

1 In addition to the coursework, 1 trip abroad is required. This could be a short term academic program, service learning abroad, or semester abroad program. Vacation travel does not count. Courses taken during a semester abroad may be substituted for required courses with prior approval from the department chair.

Marketing Major with Emphasis in Digital Marketing (BS Traditional)

This program is designed to prepare students with practical marketing skills and knowledge that will be directly applicable to the business world upon graduation. Students learn marketing theory and apply concepts in activities such as electronic commerce, direct marketing, advertising, sales presentations, case analysis and marketing plans. These activities expose students to the practical, challenging and interesting projects and situations they will encounter in their careers. Students develop leadership skills and explore ethics and environmental sustainability. In addition, students earning a BS gain a strong foundation in consumer behavior, social media, and global marketing.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>CSC 210</td>
<td>Microsoft Excel Core</td>
<td>4</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>DMCX 425</td>
<td>Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>CSC 210</td>
<td>Microsoft Excel Core</td>
<td>4</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>DMCX 425</td>
<td>Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

Management and Leadership Major (BA Adult)

Develop skills and perspectives in management and leadership for use in various industries. Practice leading a team, managing a complex project, and guiding an organization through innovative change as the functions of management come to life through strategic planning, negotiation skills, and positive conflict management. Active learning helps future managers and leaders develop confidence in thinking critically as they make crucial ethical decisions in organizations.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>
or MAR 498  Marketing Internship
DMCX 300  Social Media Marketing  3
DMCX 350  Email Marketing  3
DMCX 400  Search Engine Optimization/Search Engine Marketing (SEO/SEM)  3
MAR 471  Global Marketing  2
or MAR 498  Marketing Internship
MAR 413  Marketing Research  4
MAR 414  Marketing Strategy  4
MAN 401  Business Strategy and Ethics  4
MAN 499  Senior Outcomes  0

Total Credits  56

Mathematics Major (BA Traditional)

Depending on their career goals, math majors can choose to earn a Bachelor of Science degree or a Bachelor of Arts degree in mathematics at Concordia University, St. Paul. To earn either degree, students will develop the critical thinking and problem solving skills necessary for today's technological world. The BS degree is more credits and offers students more opportunities to explore math applications within the math major, while the BA degree is fewer credits and is designed to be paired with a minor or a second major such as secondary education, computer science, business, science, or a variety of other possibilities. All of the courses in the math major are offered face-to-face in small classes (usually less than 20 students) and the emphasis is on actively solving problems in class. Throughout the curriculum students will learn to use technology, including computer algebra systems, geometry modeling software, spreadsheets and computer programming to model and solve problems. In some courses students investigate topics and learn to present their ideas professionally. Some of these topics lead to independent research projects that students can present at undergraduate research conferences and help the students earn honors in the major. Our math majors have followed a wide variety of career paths and are currently working as data analysts, risk analysts, inventory analysts, high school teachers, college professors, statisticians, doctors, lawyers, researchers, etc. Instead of asking “What can I do with a math major?”, you should ask yourself “What can’t I do with a math major?”

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Electives (minimum of 15 credits)  15
CSC 210  Microsoft Excel Core (4)
or CSC 115  Introduction to Python (4)
MAT 255  Calculus III (4)
MAT 330  Advanced Probability and Statistics (4)
MAT 333  Financial Mathematics (3)
MAT 450  Abstract Algebra (4)
MAT 478  Mathematics Seminar (3)
MAT 488  Independent Study in Mathematics (1-4)
MAT 498  Mathematics Internship (1-4)

Total Credits  37

Mathematics Major (BS Traditional)

Depending on their career goals, math majors can choose to earn a Bachelor of Science degree or a Bachelor of Arts degree in mathematics at Concordia University, St. Paul. In earning either degree, students will develop the critical thinking and problem solving skills necessary for today’s technological world. The BS degree is more credits and offers students more opportunities to explore math applications within the math major, while the BA degree is fewer credits and is designed to be paired with a minor or a second major such as secondary education, computer science, business, science, or a variety of other possibilities. All of the courses in the math major are offered face-to-face in small classes (usually less than 20 students) and the emphasis is on actively solving problems in class. Throughout the curriculum students will learn to use technology, including computer algebra systems, geometry modeling software, spreadsheets and computer programming to model and solve problems. In some courses students investigate topics and learn to present their ideas professionally. Some of these topics lead to independent research projects that students can present at undergraduate research conferences and help the students earn honors in the major. Our math majors have followed a wide variety of career paths and are currently working as data analysts, risk analysts, inventory analysts, high school teachers, college professors, statisticians, doctors, lawyers, researchers, etc. Instead of asking “What can I do with a math major?”, you should ask yourself “What can’t I do with a math major?”

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 375</td>
<td>Differential Equations and Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 499</td>
<td>Senior Outcomes</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code Required</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II (includes lab day)</td>
<td>5</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 330</td>
<td>Advanced Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 333</td>
<td>Financial Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>
Music Business (BA Traditional)

The Music Business major is a joint offering of the Music and Business Departments. The major is designed for students who wish to work as promoters, marketers, assistants, or managers of musical organizations and individual artists in either the commercial or non-profit realms.

The degree provides students a foundational knowledge base in music and business, culminating in an internship with a professional musical organization in the Twin Cities. The skills obtained in this degree prepare graduates for entry level positions in a variety of music and arts organizations.

General Education Requirements
All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements
Bachelor of Arts degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music (2)</td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics (4)</td>
<td></td>
</tr>
<tr>
<td>MUS 201</td>
<td>Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 7xx</td>
<td>2 semesters of ensemble at 0-2 credits each</td>
<td>0-2</td>
</tr>
<tr>
<td>MUS 8xx</td>
<td>2 semesters of private lessons at 1 credit each</td>
<td>2</td>
</tr>
<tr>
<td>MUS 402</td>
<td>The Business of Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 498</td>
<td>Music Business Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 321</td>
<td>Music History I (3)</td>
<td></td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music History II (recommended) (3)</td>
<td></td>
</tr>
<tr>
<td>MUS 323</td>
<td>Music History III (3)</td>
<td></td>
</tr>
</tbody>
</table>

Music Electives
Select 7 credits of any music offerings, including ensembles and lessons and non-gen ed prerequisites

Additional Requirements
Attend eight recitals or concerts per year

Business Electives
Select 18 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 370</td>
<td>Leading Nonprofit Organizations (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 410</td>
<td>Managing Talent, Change and Negotiations (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 420</td>
<td>Managing Volunteers and Fundraising (4)</td>
<td></td>
</tr>
<tr>
<td>MAN 460</td>
<td>Managing Teams, Communication &amp; Projects (4)</td>
<td></td>
</tr>
<tr>
<td>MAL 402</td>
<td>Team Leadership</td>
<td></td>
</tr>
<tr>
<td>MAL 408</td>
<td>Conflict Management and Negotiations (4)</td>
<td></td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing (Pre-requisite for MAR470) (4)</td>
<td></td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MAR 313</td>
<td>Advertising and Promotions (4)</td>
<td></td>
</tr>
<tr>
<td>MAR 470</td>
<td>Digital Marketing</td>
<td>2</td>
</tr>
<tr>
<td>SLS 300</td>
<td>The Business Aspects of Professional Selling</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits
62

1 Students must attend eight recitals or concerts per year and document such in their Music Portfolio. The portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum 2.5 GPA is required in music courses.

Music Education/Teaching Major (Grades K-12 Instrumental and Classroom Music and/or Vocal and Classroom Music (BA Traditional)

Two different majors are described below. Students who complete the instrumental track and other state requirements are eligible to apply for a Minnesota teaching license for Instrumental and K-12 Classroom Music. Students who complete the vocal track and other state requirements are eligible to apply for a Minnesota teaching license for Vocal and K-12 Classroom Music. Students may complete both tracks and be eligible for both licenses.

General Education Requirements
All degree seeking undergraduate students must complete the general education requirements.
**Degree Requirements**

Bachelor of Arts (BA Traditional) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121</td>
<td>Listening to Life: Global &amp; Popular Music</td>
<td>2</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisites: if determined in assessments by music department

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship</td>
<td>2</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 113</td>
<td>Class Piano III (1)</td>
<td></td>
</tr>
<tr>
<td>MUS 115</td>
<td>Beginning Guitar I (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Required Content Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 261</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Musicianship III</td>
<td>4</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Musicianship IV</td>
<td>4</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 323</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360</td>
<td>String Techniques &amp; Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 361</td>
<td>Woodwind Techniques &amp; Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 362</td>
<td>Brass Techniques &amp; Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Electronic Instruments Techniques &amp; Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 356</td>
<td>K-6 General Music Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 357</td>
<td>7-12 General Music Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 366</td>
<td>Vocal Techniques &amp; Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 367</td>
<td>Percussion Techniques &amp; Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 444</td>
<td>Instrumental Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 445</td>
<td>Choral Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 840</td>
<td>Piano (2 semesters of private piano @ 1 credit each)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Recital Attendance**

Eight programs in portfolio per year, performance audition in February of second year (in first year for transfers) ¹

Select Vocal & Classroom track or Instrumental and Classroom track (See requirements below) Students can complete both tracks.

**Required Education Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Foundations of and Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 344</td>
<td>The Effective Teacher</td>
<td>3</td>
</tr>
<tr>
<td>ED 371</td>
<td>Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>ED 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ED 472</td>
<td>Student Teaching</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits 78

¹ Submit music Portfolio Progress Report to Chair, Music Department by November 1 each year. Document in the portfolio four public performances, including a small ensemble. Pass Keyboard Proficiency Examination before student teaching (document in portfolio). Take Music Senior Outcomes Examination when Music History/Musicianship courses are completed. A minimum of a 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, theory/composition and pedagogy.

**Tracks**

**Vocal and Classroom K – 12 Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 369</td>
<td>Art of Accompanying</td>
<td>1</td>
</tr>
<tr>
<td>MUS 425</td>
<td>Choral Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 456</td>
<td>Choral Conducting &amp; Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 713</td>
<td>Jubilate (7 semesters choral ensemble required)</td>
<td>0-7</td>
</tr>
<tr>
<td>MUS 714</td>
<td>Christus Chorus</td>
<td></td>
</tr>
<tr>
<td>MUS 860</td>
<td>Voice (7 semesters private voice lessons @ 1 credit each)</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits 12-19

**Instrumental and Classroom K – 12 Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 368</td>
<td>Jazz Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>MUS 426</td>
<td>Instrumental Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 457</td>
<td>Instrumental Conducting &amp; Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 720</td>
<td>Concert Band (7 semesters instrumental ensemble required)</td>
<td>0-7</td>
</tr>
<tr>
<td>MUS 730</td>
<td>Chamber Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUS 8XX</td>
<td>7 semesters private instrumental lessons @ 1 credit each</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits 12-19

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/).

**Music Major (BA Traditional)**

Students in the Music major expand their creativity, analytical, research and writing skills while studying music performance, programming, analysis, composition, history, literature, education and worship music. The music program is led by accomplished and caring faculty who
give one-on-one attention to students in a nurturing community. With the support of CSP’s deeply networked music faculty, students in this major are provided opportunities to ply their craft in music positions at churches, internships with local music organizations, and professional workshops. The culmination of the major is a senior year public presentation of the student’s work, in which the student plans, prepares, promotes, and presents a recital of their work. The major prepares students for graduate work in music or other fields and employment as entry level music performers, composers, and private teachers. The program also provides students with the communication skills, collaborative aptitude, creativity, organizational ability, and work ethic to succeed in a broad range of fields beyond music, while providing them with a lifelong outlet for joyful aesthetic expression.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 113</td>
<td>Class Piano III (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites from General Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music (2)</td>
<td></td>
</tr>
<tr>
<td>or MUS 121 Listening to Life: Global &amp; Popular Music (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 201</td>
<td>Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Musicianship III</td>
<td>4</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Musicianship IV</td>
<td>4</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 323</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 7xx</td>
<td>4 semesters of ensemble at 0-2 credits each</td>
<td>0-8</td>
</tr>
<tr>
<td>MUS 8xx</td>
<td>4 semesters of private lessons at 1 credit each</td>
<td>4</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 5-7 credits from any music offerings to total 44 credits</td>
<td>5-7</td>
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</tbody>
</table>

**Tracks**

**Performance Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 111</td>
<td>Class Piano I (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 113</td>
<td>Class Piano III (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites from General Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music (2)</td>
<td></td>
</tr>
<tr>
<td>or MUS 121 Listening to Life: Global &amp; Popular Music (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 201</td>
<td>Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Musicianship III</td>
<td>4</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Musicianship IV</td>
<td>4</td>
</tr>
<tr>
<td>MUS 321</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 323</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 7xx</td>
<td>4 semesters of ensemble at 0-2 credits each</td>
<td>0-8</td>
</tr>
<tr>
<td>MUS 8xx</td>
<td>4 semesters of private lessons at 1 credit each</td>
<td>4</td>
</tr>
</tbody>
</table>

**Music History Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 493</td>
<td>Senior Project: Thesis</td>
<td>2</td>
</tr>
<tr>
<td><strong>Select 4 credits of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 430</td>
<td>History of Sacred Music (4)</td>
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</tr>
<tr>
<td>MUS 431</td>
<td>Congregational Song (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Select 2-4 credits of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 424</td>
<td>Keyboard Literature (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 425</td>
<td>Choral Literature (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 426</td>
<td>Instrumental Literature (2)</td>
<td></td>
</tr>
<tr>
<td>MUS 427</td>
<td>Organ Literature (2)</td>
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</tr>
</tbody>
</table>

**Music Theory and Composition**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 365</td>
<td>Electronic Instruments Techniques &amp; Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 402</td>
<td>The Business of Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 444</td>
<td>Instrumental Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 445</td>
<td>Choral Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 890</td>
<td>Composition (2 semesters of Composition lessons at 1 credit each)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 990</td>
<td>Honors Composition Lessons</td>
<td>2</td>
</tr>
</tbody>
</table>

**Additional Requirements**

Students must attend eight recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.75 GPA is required in music coursework, as well as a minimum of 2.5 GPA in each area of performance, history/literature, and theory/composition. Performance audition in February of sophomore year (first year for transfers). Pass Keyboard Proficiency Exam prior to graduation. Take Senior Music Outcomes exam when Musicianship/ Music History courses are completed.
Bachelor of Science in Nursing (ABSN)

For admission to Concordia's ABSN program, all candidates must meet BSN Admission requirements. All general education courses and all Nursing prerequisites must be completed prior to the start of the ABSN program.

Degree Requirements

Bachelor of Science (p. 52) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites (must be completed prior to starting the nursing program) 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I 2</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II 2</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology 2</td>
<td>4</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Prerequisites that count within general education credits:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 105</td>
<td>Chemistry for Health Sciences (4)</td>
<td></td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 165</td>
<td>Quantitative Reasoning for Health Care Professionals (3)</td>
<td></td>
</tr>
</tbody>
</table>

Nursing Core Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 376</td>
<td>Applied Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 378</td>
<td>Pharmacology in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 380</td>
<td>Fundamentals of Professional Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NUR 382</td>
<td>Health Promotion and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 384</td>
<td>Behavioral Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 388</td>
<td>Population Health</td>
<td>5</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Nursing Care of the Adult I</td>
<td>6</td>
</tr>
<tr>
<td>NUR 417</td>
<td>Nursing Care of the Adult II</td>
<td>6</td>
</tr>
<tr>
<td>NUR 418</td>
<td>Nursing Care of Childbearing and Childrearing Family</td>
<td>6</td>
</tr>
<tr>
<td>NUR 419</td>
<td>Aging, Chronicity and Palliative Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Nursing Informatics</td>
<td>2</td>
</tr>
<tr>
<td>NUR 424</td>
<td>Transition into Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 426</td>
<td>Nursing Introduction to Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 428</td>
<td>Leadership in Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 77

1 Minimum C grade required in all pre-requisite and required courses.
2 Students who take the prerequisite course at Concordia University, St. Paul will need to either take BIO 120 prior to this course or transfer in the equivalent to BIO 120.

CSP’s pre-licensure nursing programs prepare students to take the National Council Licensure Exam (NCLEX-RN®), which is required for professional nursing licensing in all states. CSP BSN program graduates are eligible to apply to take the NCLEX-RN® in any state. States may require additional licensure application conditions including but not limited to background studies that may include fingerprinting. State specific professional nursing licensure requirements are accessible via the identified state’s nursing board website. Please click here (https://publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81/) for more information.

Nursing Major (BSN Adult)

This Bachelor of Science Nursing program (RN to BSN) is a post-licensure program for Registered Nurses designed to advance the knowledge and skills of nursing professionals through an integration of learning and experience. The combination of theoretical inquiry and practical application is integrated so that students can gain insight into ethics in health care, professional and evidence-based practice, interdisciplinary collaboration and communication, leadership, management, care coordination and community health. Upon completion of the program, students will be prepared to be leaders and lifelong learners who can adapt to developments in health care delivery and the diverse patient population.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Science (p. 52) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required (and in sequence) 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 330</td>
<td>Ethics &amp; Decision Making in Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NUR 345</td>
<td>Professional Practice and Role Development in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 360</td>
<td>Transcultural Nursing &amp; Advanced Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NUR 375</td>
<td>Introduction to Evidence-Based Practice</td>
<td>4</td>
</tr>
<tr>
<td>NUR 400</td>
<td>Leadership and Management in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 430</td>
<td>Nursing Informatics</td>
<td>4</td>
</tr>
<tr>
<td>NUR 445</td>
<td>Introduction to Care Coordination &amp; Case Management</td>
<td>4</td>
</tr>
<tr>
<td>NUR 460</td>
<td>Population Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 475</td>
<td>Nursing Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 36

1 Minimum C grade required in all NUR program courses.

Nursing Major (BSN Traditional)

The pre-licensure baccalaureate nursing track is designed to prepare graduates to take the National Council Licensure Examination (NCLEX-RN) and to enter the nursing profession as a generalist in a variety of care settings, serving culturally diverse clients of all ages in an ever-changing, dynamic health care context. Learning takes place in a variety of settings including; the classroom, simulation laboratory, and supervised clinical
practice experiences to ensure students have a solid foundation for practice. Students will gain an understanding of leadership, advocacy, collaboration, and evidence-based practice concepts that will allow them to impact patient outcomes positively.

Admissions Criteria

- Students must have completed at least 48 credits before enrolling in the nursing program.
- Hold a cumulative college GPA of 3.00.
- Hold a 3.0 GPA of combined science prerequisites (microbiology, human anatomy and physiology I and II, and chemistry for health sciences).
- Complete the ATI Test of Essential Academic Skills (TEAS) exam with a minimum score of 65% within a year prior to your application to the nursing program (only two attempts allowed per year).
- Complete prerequisites with the required letter grade (C or higher), within the time limit, and meet the prerequisite course repetition policy.
- Demonstrate English language proficiency: Applicants must demonstrate English language proficiency via examination if (1) English is not their native language, and (2) the applicant has lived in the United States fewer than eight years at the time of application to the nursing program.
- Upon conditional acceptance to the nursing program, clear a criminal background check and complete additional clinical compliance requirements prior to full admission to the nursing program.
- An applicant denied admission to the CSP nursing program may reapply once. An application denied admission twice should not reapply as the application will not be reviewed for a third time.
- Students who have completed nursing courses toward a pre-licensure program at another college or university must submit recommendation letters from two nursing faculty at their previous institution. Nursing coursework taken at previous institutions will not transfer into CSP’s nursing program.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Science (p. 52) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 105</td>
<td>Chemistry for Health Sciences (4)</td>
<td></td>
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<td>COM 309</td>
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<td>MAT 165</td>
<td>Quantitative Reasoning for Health Care Professionals (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>NUR 376</td>
<td>Applied Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 77

1. The CSP BSN program also requires completion of specific general education content areas prior to beginning the nursing program. While these content areas must be completed, they are not considered formal prerequisites to the program with minimum grades required (e.g., C or higher). However, students must still meet the 3.0 minimum cumulative GPA requirement.

2. Co-requisites: The following general education courses or areas can be fulfilled while in the nursing program: Literature/History/Political Science, Fine Arts, and Intermediate Theology. Electives may be completed, as needed.

3. COM 103 Interpersonal Communication is a concurrent or prerequisite to this course.

4. BIO120 General Biology I is a prerequisite to this course.

CSP’s pre-licensure nursing programs prepare students to take the National Council Licensure Exam (NCLEX-RN®), which is required for professional nursing licensing in all states. CSP BSN program graduates are eligible to apply to take the NCLEX-RN® in any state. States may require additional licensure application conditions including but not limited to background studies that may include fingerprinting. State specific professional nursing licensure requirements are accessible via the identified state’s nursing board website. Please click here (https://publish.smartsheet.com/f09beb91e1ef4e31980126505e1a4b81/) for more information.

Orthotics and Prosthetics Major (BS Traditional)

Majoring in Orthotics and Prosthetics involves the study of how to design and fit braces, artificial limbs, and other devices that help individuals lead full lives. Students will learn to effectively analyze, design, and construct appropriate orthotics and prosthetics and make sound ethical decisions surrounding their use. How is gait analysis conducted? What role can patient counseling play? What materials should be used in fabrication? This program, offered in partnership with Century College, provides the educational preparation to become an ABC certified assistant.

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.
Degree Requirements
Bachelor of Science (p. ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>OPCA 2010</td>
<td>Clinical Applications of Lower Extremity Orthoses</td>
<td>4</td>
</tr>
<tr>
<td>OPCA 2030</td>
<td>Clinical Applications of Upper Extremity Orthoses</td>
<td>3</td>
</tr>
<tr>
<td>OPCA 2040</td>
<td>Clinical Applications of Spinal Orthoses</td>
<td>4</td>
</tr>
<tr>
<td>OPCA 2050</td>
<td>Clinical Applications of Trans-Tibial Prostheses I</td>
<td>3</td>
</tr>
<tr>
<td>OPCA 2060</td>
<td>Clinical Applications of Trans-Tibial Prostheses II</td>
<td>4</td>
</tr>
<tr>
<td>OPCA 2070</td>
<td>Clinical Applications of Trans-Femoral Prostheses</td>
<td>4</td>
</tr>
<tr>
<td>OPCA 2080</td>
<td>Clinical Applications of Upper Limb Prostheses</td>
<td>4</td>
</tr>
<tr>
<td>OPCA 2090</td>
<td>Clinical Internship</td>
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Required Courses taken at Concordia

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control &amp; Motor Learning</td>
<td>4</td>
</tr>
<tr>
<td>HCR 435</td>
<td>Ethics and Decision Making in Health Care Environments</td>
<td>4</td>
</tr>
<tr>
<td>KHS 472</td>
<td>Athletic Training, Injury Prevention, and Safety</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 60

Parent and Family Education (Licensure) (BA Traditional)

Students majoring in Parent and Family Education are eligible to apply for a Minnesota teaching license to work in settings such as Early Childhood Family Education centers, which are unique to Minnesota. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Content Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 205</td>
<td>Small Group Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>FAS 446</td>
<td>Methodology in Fam Life Ed</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Education Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Foundations of and Introduction to Education (+ 15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>ECE 321</td>
<td>Preschool Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ECE 324</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECE 325</td>
<td>Education of Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>ECE 425</td>
<td>Young Children with Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>ECE 427</td>
<td>Authentic Assessment and Guidance in ECE</td>
<td>3</td>
</tr>
<tr>
<td>ED 418</td>
<td>Adult Education and Development</td>
<td>4</td>
</tr>
<tr>
<td>ED 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>ED 464</td>
<td>Student Teaching Parent &amp; Family Education and Capstone Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 46

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program.##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8c8b71432/).

Physical Education (Grades K-12) and Health (Grades 5-12) Teaching Major (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Physical Education (Grades K through 12) and Health (Grades 5 through 12).

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.
experience puts students on track for degree completion sooner specifically on psychological foundations. The accelerated learning offers students a comprehensive learning experience concentrating interaction, and development. The broad scope of courses in the major of the field of psychology with a focus on human behavior, cognition, interaction, and development. The Bachelor of Arts (B.A.) degree in Psychology at Concordia University, St. Paul, allows students to gain a deeper understanding of the field of psychology with a focus on human behavior, cognition, interaction, and development. The broad scope of courses in the major offers students a comprehensive learning experience concentrating specifically on psychological foundations. The accelerated learning experience puts students on track for degree completion sooner compared to a traditional B.A. program. Online and experiential learning opportunities will position students for career advancement or prepare students to enter a career of choice or graduate school.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

Psychology Major (BA Traditional)
The Bachelor of Arts (B.A.) degree in Psychology at Concordia University, St. Paul, allows students to gain a deeper understanding of the field of psychology with a focus on human behavior, cognition, interaction, and development. The broad scope of courses in the major offers students a comprehensive learning experience concentrating specifically on psychological foundations. Classroom and experiential learning opportunities will prepare students to enter a career of choice or graduate school.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.
Degree Requirements

Bachelor of Arts (p.  ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

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<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Introduction to Personality Theories</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 120</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 496</td>
<td>Psychology Research Practicum</td>
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</tr>
<tr>
<td>PSY 497</td>
<td>Psychology Research Practicum</td>
<td>4</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Internship</td>
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</table>

Electives
Select 4 additional credits from the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 331</td>
<td>Group Counseling &amp; Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Forensic Psychology</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 80

Psychology Major (BS Traditional)

The Bachelor of Science (B.S.) degree in Psychology at Concordia University, St. Paul, provides students with the opportunity to explore human behavior and cognition according to a rigorous social science framework. Features of this major include courses in human development, interaction, and physiology as well as biology, and genetics. Engaging, interdisciplinary course learning and applied experiential learning will help prepare students to enter a career of choice, graduate school, or medical school.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Science (p.  ) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
<td>4</td>
</tr>
</tbody>
</table>

Public Health Major (BA Traditional)

This program involves learning the science of protecting the safety and improving the health of communities through education, policy making, and research for disease and injury prevention. Being a public health professional enables you to work around the world, address health problems of communities as a whole, and influence policies that affect the health of societies.

General Education Requirements
All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements
Bachelor of Arts (p.  ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Encouraged Elective (does not count toward credit total for the major)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCR 220</td>
<td>Epidemiological Foundation</td>
<td>4</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 240</td>
<td>Introduction to Public Health</td>
<td>4</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>KHS 310</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td>HCR 350</td>
<td>Healthcare Diversity and Global Issues</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Marketing and Fundraising</td>
<td>4</td>
</tr>
<tr>
<td>HCR 425</td>
<td>Health Care Economics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 455</td>
<td>Occupational and Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>KHS 460</td>
<td>Health Advocacy and Leadership</td>
<td>4</td>
</tr>
</tbody>
</table>

Students will complete 6 credits from the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 498</td>
<td>Internship (1-6)</td>
<td>6</td>
</tr>
</tbody>
</table>
Public Policy Major (BA Traditional)

The Public Policy major will equip students with sufficient intellectual tools to prepare them for professional work in the public sector. Students will be trained to seek positions in organizations which deal with public policy issues such as government agencies, trade associations, lobbying organizations, nonprofit groups, regulatory agencies, and NGOs. This major will provide students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Arts (p.) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
<td></td>
</tr>
<tr>
<td>POL 131</td>
<td>Government and Politics (4)</td>
<td></td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology (4)</td>
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</tr>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>POL 243</td>
<td>Contemporary Global Problems</td>
<td>4</td>
</tr>
<tr>
<td>POL 337</td>
<td>Parties, Campaigns, and Elections</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Seminar on Psychological Topics or POL 487</td>
<td>2-4</td>
</tr>
<tr>
<td>PSY 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Class and Community</td>
<td>4</td>
</tr>
<tr>
<td>POL 498</td>
<td>Internship or Service Learning (12)</td>
<td></td>
</tr>
<tr>
<td>SOC 498</td>
<td>Internship (12)</td>
<td></td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Internship (12)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40-42</td>
</tr>
</tbody>
</table>

Public Relations Major (BA Traditional)

The public relations major provides students with the concepts, skills, and expertise needed to help organizations build mutually beneficial relationships with the diverse public. The knowledge and tools students develop through the PR curriculum prepare students in fields such as corporate communication, social media, government affairs, and public relations firms. The professional internship experience, coupled with graduate and elective coursework, provide opportunities for students to practice and refine their skills.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication (4)</td>
<td></td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication (4)</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Social/Mass Media Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 320</td>
<td>Media and Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>COM 325</td>
<td>Social Media Relations &amp; Analytics</td>
<td>4</td>
</tr>
<tr>
<td>COM 443</td>
<td>Persuasive Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 515</td>
<td>Corporate Social Responsibility and Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COM 590</td>
<td>Crisis Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 498</td>
<td>Internship</td>
<td>4</td>
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</table>

Electives

Choose a minimum of 6 credits with at least 3 credits from category A

<table>
<thead>
<tr>
<th>Category A</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 282</td>
<td>Graphic Design I (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 350</td>
<td>Innovative Marketing and Social Media (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MAR 312</td>
<td>Consumer Behavior</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MAR 313</td>
<td>Advertising and Promotions</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MAR 413</td>
<td>Marketing Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MAR 470</td>
<td>Digital Marketing</td>
<td>2</td>
<td></td>
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<tr>
<td>MAR 471</td>
<td>Global Marketing</td>
<td>2</td>
<td></td>
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<tr>
<td>MKM 330</td>
<td>Integrated Marketing Communications</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>POL 337</td>
<td>Parties, Campaigns, and Elections</td>
<td>4</td>
<td></td>
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</tbody>
</table>

Category B

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 327</td>
<td>Topics in Communication</td>
<td>2</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>SOC 357</td>
<td>Class and Community</td>
<td>4</td>
</tr>
<tr>
<td>SOC 358</td>
<td>Minority Groups</td>
<td>4</td>
</tr>
<tr>
<td>SOC 452</td>
<td>Social Organization</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Pulmonary Science Major (BS Adult)

The Pulmonary Science program is conveniently offered in an online format as a degree completion program designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree in an accelerated format.

A student must be a Registered Respiratory Therapist in order to enroll in this program.
General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

Degree Requirements

Bachelor of Science (p. 52) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PUL 220</td>
<td>Epidemiological Foundations</td>
<td>4</td>
</tr>
<tr>
<td>PUL 301</td>
<td>Principles of Healthcare Systems</td>
<td>4</td>
</tr>
<tr>
<td>PUL 322</td>
<td>Compliance and Regulatory Requirements</td>
<td>4</td>
</tr>
<tr>
<td>PUL 329</td>
<td>Advances in Pharmacology in Critical Care Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PUL 330</td>
<td>Multi-Specialties in Respiratory Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PUL 331</td>
<td>Advancement in Critical Care Monitoring</td>
<td>4</td>
</tr>
<tr>
<td>PUL 332</td>
<td>Advanced Cardiopulmonary Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PUL 342</td>
<td>Healthcare Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>PUL 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PUL 435</td>
<td>Ethics and Decision Making in Health Care Environments</td>
<td>4</td>
</tr>
<tr>
<td>PUL 490</td>
<td>Senior Research Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 44

Secondary Education Major (Done in Conjunction with Biology, Chemistry or Math Major)

Students who complete this Secondary Education major and the BA in Mathematics (together with other state requirements) are eligible to apply for a Minnesota teaching license for Mathematics (Grades 5 through 12). Students who complete this Secondary Education major and the BA in Biology (together with other state requirements) are eligible to apply for a Minnesota teaching license for Life Science (Grades 9 through 12). Students who complete this Secondary Education major and the BA in Chemistry (together with other state requirements) are eligible to apply for a Minnesota teaching license for Chemistry (Grades 9 through 12).

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td></td>
</tr>
</tbody>
</table>

Required Content Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Social Studies Education/Teaching (Grades 5-12) Major (BA Traditional)

Students who complete this major and other state requirements are eligible to apply for a Minnesota teaching license for Social Studies (Grades 5 through 12).

General Education Requirements

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Content Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 101</td>
<td>Human Geography</td>
<td>2</td>
</tr>
<tr>
<td>HIS 231</td>
<td>USA to 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIS 233</td>
<td>USA since 1877</td>
<td>4</td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
</tbody>
</table>
Students in Sport Communication are introduced to a variety of communication focused career opportunities in the sports
industry. Students will gain valuable skills in sports public relations campaigns, social media outreach for sports teams, as well as in working with specialty sports agencies and planning sports events for organizations. Careers in sport communication are varied. Existing opportunities in sport communication include coaching/managing teams, event management and marketing, sports venue management, public relations representative, service and marketing coordination, digital and print media specialist, education, and recreation management.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication (4)</td>
<td></td>
</tr>
<tr>
<td>Required:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>COM 222</td>
<td>Social/Mass Media Communication</td>
<td>4</td>
</tr>
<tr>
<td>or ENG 221</td>
<td>Journalism</td>
<td></td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 320</td>
<td>Media and Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>COM 325</td>
<td>Social Media Relations &amp; Analytics</td>
<td>4</td>
</tr>
<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 498</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Marketing and Fundraising</td>
<td>4</td>
</tr>
<tr>
<td>KHS 393</td>
<td>Planning &amp; Managing Sport Facilities</td>
<td>4</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KHS 391</td>
<td>Law &amp; Sport</td>
<td>4</td>
</tr>
<tr>
<td>or KHS 394</td>
<td>Sport Business</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

**Sport Management 3+2 Option (BA + MA Sport Management)**

The 3+2 program allows high-performing students to have the ability to shorten their timeline for completion of a master's degree. Admission to the 3+2 program requires:

1. Completion of 64 credits or an associate's degree,
2. a 3.00 CGPA,
3. a written essay, and
4. an interview (telephone or in person) with the department.

Interested students should contact the department or their academic advisor for specific information regarding the 3+2 program.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
<td>4</td>
</tr>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>KHS 391</td>
<td>Law &amp; Sport</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Marketing and Fundraising</td>
<td>4</td>
</tr>
</tbody>
</table>

**Sport Management Major (BA Traditional; BA Adult Online)**

The major in Sport Management focuses on core concepts in kinesiology, exercise, and sport management. The program prepares students to enter the work force in a number of sport management areas including facility and event management, marketing, and fitness center management. Students learn business and sport theory and have numerous opportunities to bridge theory into practical applications.

**General Education Requirements**

All degree seeking undergraduate students must complete the general education (p. 52) requirements.

**Degree Requirements**

Bachelor of Arts (p. ) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
<td>4</td>
</tr>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>KHS 391</td>
<td>Law &amp; Sport</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Marketing and Fundraising</td>
<td>4</td>
</tr>
</tbody>
</table>
Coaching & Sport Psychology (BA Traditional)

The Coaching and Sport Psychology major focuses on effective coaching and the application of foundational psychology concepts in sport settings. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications. This degree prepares students for careers in individual athlete, team, fitness, and wellness coaching. The program also serves as preparation for post-baccalaureate study in areas such as sport psychology, human growth, aging, exercise physiology, and sport management.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Arts degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 472</td>
<td>Athletic Training, Injury Prevention, and Safety</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 479</td>
<td>Coaching Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
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<tr>
<td>KHS 316</td>
<td>Psychology of Sport Injury and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
<td>4</td>
</tr>
<tr>
<td>KHS 420</td>
<td>Program Administration</td>
<td>2</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport and Exercise Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control &amp; Motor Learning</td>
<td>4</td>
</tr>
<tr>
<td>KHS 498</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>THR 101</td>
<td>Introduction to The Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 111</td>
<td>Theatre in Practice</td>
<td>2</td>
</tr>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 241</td>
<td>Script Analysis</td>
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<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory, and Literature I</td>
<td>4</td>
</tr>
<tr>
<td>THR 446</td>
<td>Theatre History, Theory, and Literature II</td>
<td>4</td>
</tr>
<tr>
<td>THR 478</td>
<td>Directing</td>
<td>4</td>
</tr>
<tr>
<td>THR 499</td>
<td>Senior Outcomes</td>
<td>0</td>
</tr>
<tr>
<td>THR 355</td>
<td>Scenic Design (4)</td>
<td></td>
</tr>
<tr>
<td>THR 356</td>
<td>Costume Design (4)</td>
<td></td>
</tr>
<tr>
<td>THR 357</td>
<td>Lighting and Sound (4)</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select 12 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 111</td>
<td>Theatre in Practice (0-1)</td>
<td></td>
</tr>
<tr>
<td>THR 131</td>
<td>Improvisation (2)</td>
<td></td>
</tr>
<tr>
<td>THR 160</td>
<td>Introduction to Dance (3)</td>
<td></td>
</tr>
<tr>
<td>THR 201</td>
<td>Dance for Musical Theatre (3)</td>
<td></td>
</tr>
<tr>
<td>THR 253</td>
<td>Makeup for the Stage (2)</td>
<td></td>
</tr>
<tr>
<td>THR 262</td>
<td>Modern Dance Technique (3)</td>
<td></td>
</tr>
<tr>
<td>THR 291</td>
<td>Topics in Theatre (2)</td>
<td></td>
</tr>
<tr>
<td>THR 112</td>
<td>Theatre in Practice II (0-2)</td>
<td></td>
</tr>
<tr>
<td>THR 264</td>
<td>Hip Hop Technique (3)</td>
<td></td>
</tr>
<tr>
<td>THR 301</td>
<td>New York Theatre Tour (2)</td>
<td></td>
</tr>
<tr>
<td>THR 302</td>
<td>London Theatre Tour (2)</td>
<td></td>
</tr>
<tr>
<td>THR 321</td>
<td>Acting II (4)</td>
<td></td>
</tr>
<tr>
<td>THR 326</td>
<td>Voice, Diction &amp; Dialects (2)</td>
<td></td>
</tr>
<tr>
<td>THR 355</td>
<td>Scenic Design (4)</td>
<td></td>
</tr>
<tr>
<td>THR 356</td>
<td>Costume Design (4)</td>
<td></td>
</tr>
<tr>
<td>THR 357</td>
<td>Lighting and Sound (4)</td>
<td></td>
</tr>
<tr>
<td>THR 364</td>
<td>Tap Technique (3)</td>
<td></td>
</tr>
<tr>
<td>THR 365</td>
<td>Dance History (3)</td>
<td></td>
</tr>
<tr>
<td>THR 366</td>
<td>Choreography (3)</td>
<td></td>
</tr>
<tr>
<td>THR 367</td>
<td>Ballet Technique (3)</td>
<td></td>
</tr>
<tr>
<td>THR 488</td>
<td>Independent Study in Theatre (1-4)</td>
<td></td>
</tr>
<tr>
<td>THR 498</td>
<td>Theatre Internship (4-16)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 44
Theology Major (BA Traditional)

The major in theology is designed to prepare students who plan to attend seminary and pursue a master's of divinity or other advanced theological degree. The core required courses introduce students to biblical studies, Lutheran theology, philosophy, and church history. Students are encouraged but not required to study biblical Greek and Hebrew and can choose from a variety of theology electives that are of interest to them. Although the degree emphasizes Lutheran doctrine, students from any Christian tradition planning to attend seminary will be well prepared by completing this major.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Arts (p. 52) degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 206</td>
<td>New Testament (3)</td>
<td></td>
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Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 201</td>
<td>Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>THL 241</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>THL 371</td>
<td>Mission of God</td>
<td>4</td>
</tr>
<tr>
<td>THL 431</td>
<td>Lutheran Doctrine I</td>
<td>3</td>
</tr>
<tr>
<td>THL 432</td>
<td>Lutheran Doctrine II</td>
<td>3</td>
</tr>
<tr>
<td>THL 342</td>
<td>Athens and Jerusalem: Philosophy and Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 496</td>
<td>Senior Thesis</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives

Select 20 credits of the following: 20

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GRK 211</td>
<td>Beginner Greek I (4)</td>
<td></td>
</tr>
<tr>
<td>GRK 212</td>
<td>Beginner Greek II (4)</td>
<td></td>
</tr>
<tr>
<td>GRK 312</td>
<td>Matthew (2)</td>
<td></td>
</tr>
<tr>
<td>GRK 314</td>
<td>Mark (2)</td>
<td></td>
</tr>
<tr>
<td>GRK 316</td>
<td>Luke (2)</td>
<td></td>
</tr>
<tr>
<td>GRK 412</td>
<td>Galatians and Romans (2)</td>
<td></td>
</tr>
<tr>
<td>GRK 414</td>
<td>Corinthians (2)</td>
<td></td>
</tr>
<tr>
<td>GRK 416</td>
<td>General Epistles (2)</td>
<td></td>
</tr>
<tr>
<td>HBR 311</td>
<td>Beginner Hebrew I (4)</td>
<td></td>
</tr>
<tr>
<td>HBR 312</td>
<td>Beginner Hebrew II (4)</td>
<td></td>
</tr>
<tr>
<td>THL 218</td>
<td>The Land of the Bible (1)</td>
<td></td>
</tr>
<tr>
<td>THL 219</td>
<td>Principles of Biblical Interpretation (3)</td>
<td></td>
</tr>
<tr>
<td>THL 310</td>
<td>Archaeology and the Bible (4)</td>
<td></td>
</tr>
<tr>
<td>THL 316</td>
<td>The Death of Jesus (4)</td>
<td></td>
</tr>
<tr>
<td>THL 317</td>
<td>Old Testament Prophets Today (4)</td>
<td></td>
</tr>
<tr>
<td>THL 320</td>
<td>Christianity and the Global South (4)</td>
<td></td>
</tr>
<tr>
<td>THL 325</td>
<td>Christian Ethics (4)</td>
<td></td>
</tr>
<tr>
<td>THL 344</td>
<td>Martin Luther: Saint &amp; Sinner (4)</td>
<td></td>
</tr>
<tr>
<td>THL 345</td>
<td>Callings: Christianity and Vocation (3)</td>
<td></td>
</tr>
<tr>
<td>THL 353</td>
<td>Christianity and World Religions (4)</td>
<td></td>
</tr>
<tr>
<td>THL 354</td>
<td>Christian - Muslim Relations (4)</td>
<td></td>
</tr>
<tr>
<td>THL 356</td>
<td>One Nation under God? Christianity and Politics in America (4)</td>
<td></td>
</tr>
<tr>
<td>THL 357</td>
<td>Christianity and the Media in Contemporary Culture (4)</td>
<td></td>
</tr>
<tr>
<td>THL 359</td>
<td>Theology and Art (4)</td>
<td></td>
</tr>
<tr>
<td>THL 377</td>
<td>Faith and Justice in the City (4)</td>
<td></td>
</tr>
<tr>
<td>THL 441</td>
<td>Lutheran Confessional Writings (3)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 42

Web Design and Development Major (BS Online Only)

Students will learn full-stack development; including front end development and back end scripting. Skills acquired in server-side programming and database design and implementation will lead to creating professional-looking web sites and building database driven e-commerce. Agile methods, teamwork, and use of version control such as Git to support collaborative development will be explored. A senior capstone project, either company led or instructor-approved, will demonstrate mastery of web design and development skills learned in this program.

General Education Requirements

All degree seeking undergraduate students must complete the general education requirements.

Degree Requirements

Bachelor of Science (p. 52) degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 120 credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 115</td>
<td>Introduction to Python</td>
<td>4</td>
</tr>
<tr>
<td>CSC 175</td>
<td>Math for Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CSC 222</td>
<td>Introductory Programming with Java</td>
<td>4</td>
</tr>
<tr>
<td>CSC 135</td>
<td>Client-Side Web Development</td>
<td>4</td>
</tr>
<tr>
<td>CSC 230</td>
<td>Database Design</td>
<td>4</td>
</tr>
<tr>
<td>CSC 235</td>
<td>Server-Side Development</td>
<td>4</td>
</tr>
<tr>
<td>CSC 310</td>
<td>Computer Architecture and Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 315</td>
<td>Mobile App Development</td>
<td>4</td>
</tr>
<tr>
<td>ART 383</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 435</td>
<td>Advanced Web Application Development</td>
<td>4</td>
</tr>
<tr>
<td>CSC 450</td>
<td>Computer Science Capstone</td>
<td>4</td>
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</tbody>
</table>

Total Credits 43

Minors

- Accounting Minor (p. 95)
- Art History Minor (p. 95)
Accounting Minor

(Available Online)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Principles of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 311</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 312</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ACC 413</td>
<td>Cost Accounting (4)</td>
<td></td>
</tr>
<tr>
<td>ACC 411</td>
<td>Advanced Accounting (4)</td>
<td></td>
</tr>
<tr>
<td>ACC 412</td>
<td>Auditing (4)</td>
<td></td>
</tr>
<tr>
<td>ACC 414</td>
<td>Federal Income Tax (4)</td>
<td></td>
</tr>
<tr>
<td>ACC 498</td>
<td>Accounting Internship (4)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20

Art History Minor

This program combines course work and research to give students a solid foundation in art history and art’s role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art (2)</td>
<td></td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I (3)</td>
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</tr>
</tbody>
</table>

Prerequisites

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 271</td>
<td>Survey of Western Art I (3)</td>
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<tr>
<td>ART 272</td>
<td>Survey of Western Art II (3)</td>
<td></td>
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<tr>
<td>ART 370</td>
<td>Mexican Art and Culture (2-4)</td>
<td></td>
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<tr>
<td>ART 374</td>
<td>Art of Mexico (4)</td>
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<tr>
<td>ART 375</td>
<td>Art of Asia (4)</td>
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<tr>
<td>ART 376</td>
<td>World Art (4)</td>
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<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design (4)</td>
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<tr>
<td>ART 473</td>
<td>History of Photography (3)</td>
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<tr>
<td>ART 481</td>
<td>Topics in Art: __________ (1-4)</td>
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</tr>
<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any foreign language course (4)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 24

Art Studio Minor

This program combines studio art courses and art history to give students a solid foundation in art production and art’s role in cultures. Students will gain knowledge and skills of art and culture to enhance preparation for informed living and careers in multiple fields.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
</tr>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
</tbody>
</table>
**Biblical Languages Minor**

The Minor in Biblical Languages provides the basics of Biblical Greek and Hebrew along with translation experience with major portions of the New Testament. These courses enable students to interact with the Bible in its original languages and to be prepared for graduate study in theology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 211</td>
<td>Beginner Greek I</td>
<td>4</td>
</tr>
<tr>
<td>GRK 212</td>
<td>Beginner Greek II</td>
<td>4</td>
</tr>
<tr>
<td>HBR 311</td>
<td>Beginner Hebrew I</td>
<td>4</td>
</tr>
<tr>
<td>HBR 312</td>
<td>Beginner Hebrew II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select 4 credits of the following:

- GRK 312: Matthew (2)
- GRK 314: Mark (2)
- GRK 316: Luke (2)
- GRK 412: Galatians and Romans (2)
- GRK 414: Corinthians (2)
- GRK 416: General Epistles (2)

**Total Credits** 20

---

**Business Administration Minor**

(Available online)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BUS 388</td>
<td>Business Analytics, Tools &amp; Techniques</td>
<td>4</td>
</tr>
</tbody>
</table>

4 credits from the following courses:

- MAN 120: Business Fundamentals and Entrepreneurship (2)
- MAN 204: Legal Environment of Business (2)
- HRM 382: Human Resource Management and Employment Law Overview (4)
- ACC 384: Applied Accounting and Finance (4)
- or ACC 201: Principles of Financial Accounting (4)
- MAR 301: Principles of Marketing (4)
- BUS 498: Business Internship (4)

8 credits from the following courses:

- BUS 415: Social Intelligence and Leadership (4)
- BUS 425: Business Intelligence (4)
- BUS 420: Business Finance (4)
- BUS 490: Business Strategies (4)

**Total Credits** 20

---

**Business Management Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Courses**

- MAN 120: Business Fundamentals and Entrepreneurship
- MAN 301: Organizational Behavior
- MAN 302: Operations and Quality Management

Select 4 credits of the following:

- ACC 201: Principles of Financial Accounting (4)
- FIN 301: Corporate Finance I (4)
- SLS 300: The Business Aspects of Professional Selling (4)
- or SLS 400: The People Aspects of Professional Selling (4)
- MAN 498: Internship (4)

Select 8 credits of the following:

- MAN 350: Global Management (4)
- MAN 370: Leading Nonprofit Organizations (4)

**Total Credits** 20
MAN 410  Managing Talent, Change and Negotiations  (4)

MAN 460  Managing Teams, Communication & Projects  (4)

Total Credits  20

Chemistry Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>CHE 221</td>
<td>Organic Chemistry I</td>
<td>4</td>
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</table>

Electives

Select a minimum of 11 credits of the following:

<table>
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<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHE 335</td>
<td>Medicinal Chemistry (3)</td>
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</tr>
<tr>
<td>CHE 222</td>
<td>Organic Chemistry II (4)</td>
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</tr>
<tr>
<td>CHE 326</td>
<td>Analytical Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 329</td>
<td>Biochemistry II (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 341</td>
<td>Thermodynamics (4)</td>
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</tbody>
</table>

Total Credits  23

Communication Studies Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication (4)</td>
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</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication (4)</td>
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</tr>
</tbody>
</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 222</td>
<td>Social/Mass Media Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>COM 325</td>
<td>Social Media Relations &amp; Analytics</td>
<td>4</td>
</tr>
<tr>
<td>COM 327</td>
<td>Topics in Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 403</td>
<td>Family Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 478</td>
<td>Organizational Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits  24

Community Arts Minor

This program combines course work and arts production to give students a solid foundation in community theory and the role of the arts in community building. Students will gain knowledge and skills in facilitating arts events in community contexts to enhance preparation for informed living and careers in multiple fields.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 300</td>
<td>Community Arts</td>
<td>4</td>
</tr>
<tr>
<td>ART 498</td>
<td>Arts Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

Computer Science Minor

This program provides students with a practical background in computer science, no matter what career field the student chooses. Courses include essential technologies such as web development, programming fundamentals, and database skills as well as an underlying understanding of computer science.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 101</td>
<td>Introduction to Computer Science</td>
<td>4</td>
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</tbody>
</table>

Select 16 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 115</td>
<td>Introduction to Python (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 135</td>
<td>Client-Side Web Development (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 175</td>
<td>Math for Computer Science (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 210</td>
<td>Microsoft Excel Core (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 222</td>
<td>Introductory Programming with Java (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 230</td>
<td>Database Design (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 235</td>
<td>Server-Side Development (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 310</td>
<td>Computer Architecture and Operating Systems (4)</td>
<td></td>
</tr>
<tr>
<td>CSC 315</td>
<td>Mobile App Development (4)</td>
<td></td>
</tr>
</tbody>
</table>

1 Topics in Communication is a two credit course that will be repeated two times in order to meet the minor credit requirement of 24 credits.
Criminal Justice Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Required</td>
<td></td>
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</tr>
<tr>
<td>CJU 442</td>
<td>Foundations of the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 16 credits of the following:</td>
<td>16</td>
</tr>
<tr>
<td>CJU 446</td>
<td>Research Methods in Criminology and Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 456</td>
<td>Building an Integrated Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 461</td>
<td>Constitutional and Criminal Law and Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 472</td>
<td>Cultural Considerations in Criminal Justice Systems</td>
<td>4</td>
</tr>
<tr>
<td>CJU 475</td>
<td>Ethical Dilemmas and Fundamental Leadership in the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 478</td>
<td>Contemporary Issues in the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 483</td>
<td>Exploring the Criminal Mind and Identifying Suspect Behavior</td>
<td>4</td>
</tr>
<tr>
<td>CJU 487</td>
<td>Delinquent and Criminal Behaviors Across the Life Course</td>
<td>4</td>
</tr>
<tr>
<td>CJU 491</td>
<td>Forensic Exploration in the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 405</td>
<td>Minnesota State Criminal Law and Traffic Codes</td>
<td>4</td>
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<tr>
<td>CJU 495</td>
<td>Criminal Justice Experiential Learning eFolio</td>
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</table>

Total Credits 20

Dance Minor

<table>
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<tr>
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<tr>
<td>Required</td>
<td></td>
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<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
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<tr>
<td>THR 201</td>
<td>Dance for Musical Theatre</td>
<td>3</td>
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<tr>
<td>THR 262</td>
<td>Modern Dance Technique</td>
<td>3</td>
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<tr>
<td>THR 364</td>
<td>Tap Technique</td>
<td>3</td>
</tr>
<tr>
<td>THR 365</td>
<td>Dance History</td>
<td>3</td>
</tr>
<tr>
<td>THR 366</td>
<td>Choreography</td>
<td>3</td>
</tr>
<tr>
<td>THR 367</td>
<td>Ballet Technique</td>
<td>3</td>
</tr>
<tr>
<td>THR 264</td>
<td>Hip Hop Technique</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 20

Design Minor

This program combines art and design courses and art history to give students a solid foundation in design and its role in culture. Students will gain knowledge and skills of design to enhance preparation for informed living and careers in multiple fields.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 102</td>
<td>2D Design (3)</td>
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<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
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<tr>
<td>Electives</td>
<td>Select a minimum of 17 credits of the following:</td>
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<tr>
<td>ART 103</td>
<td>3D Design (3)</td>
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<tr>
<td>ART 105</td>
<td>Color Theory (3)</td>
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<tr>
<td>ART 211</td>
<td>Illustration (3)</td>
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<tr>
<td>ART 241</td>
<td>Photography I (3)</td>
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<tr>
<td>ART 282</td>
<td>Graphic Design I (3)</td>
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<tr>
<td>ART 284</td>
<td>Graphic Imagery (4)</td>
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<tr>
<td>ART 311</td>
<td>Figure Drawing (3)</td>
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<tr>
<td>ART 332</td>
<td>Screen Printmaking (3)</td>
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<tr>
<td>ART 341</td>
<td>Photography II (3)</td>
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<td>ART 342</td>
<td>Digital Photography (2)</td>
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<tr>
<td>ART 382</td>
<td>Graphic Design II (3)</td>
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<tr>
<td>ART 383</td>
<td>Web Design I (3)</td>
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<tr>
<td>ART 384</td>
<td>Typography 1 (4)</td>
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<tr>
<td>ART 431</td>
<td>Mixed Media Printmaking (3)</td>
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<tr>
<td>ART 441</td>
<td>Advanced Photography (4)</td>
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<tr>
<td>ART 482</td>
<td>Graphic Design III (4)</td>
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<tr>
<td>ART 483</td>
<td>Web Design II (3)</td>
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<tr>
<td>ART 484</td>
<td>Typography 2 (4)</td>
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<tr>
<td>ART 485</td>
<td>Graphic Design Senior Projects 1 (4)</td>
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<tr>
<td>ART 486</td>
<td>Graphic Design Senior Projects 2 (4)</td>
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<tr>
<td>ART 491</td>
<td>Theories in Contemporary Art (3)</td>
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<tr>
<td>ART 498</td>
<td>Arts Internship (3)</td>
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<tr>
<td>MAR 301</td>
<td>Principles of Marketing (4)</td>
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<tr>
<td>THR 251</td>
<td>Stagecraft (4)</td>
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<tr>
<td>THR 253</td>
<td>Makeup for the Stage (2)</td>
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<tr>
<td>THR 355</td>
<td>Scenic Design (4)</td>
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<td>THR 356</td>
<td>Costume Design (4)</td>
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<tr>
<td>THR 357</td>
<td>Lighting and Sound (4)</td>
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</table>

Total Credits 24

Education Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Select one of the following Developmental Psychology courses:</td>
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<tr>
<td>ED 418</td>
<td>Adult Education and Development (4)</td>
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<tr>
<td>PSY 210</td>
<td>Child Psychology and Development (4)</td>
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<tr>
<td>PSY 215</td>
<td>Child and Adolescent Developmental Psychology for K-12 Educators (4)</td>
<td></td>
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<tr>
<td>PSY 220</td>
<td>Adolescent Psychology (4)</td>
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<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
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<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Effective Teacher courses: 3
### Family and Parent Coaching Minor

This program combines family systems, parenting theories, and evidence-based coaching strategies to help students work more effectively with individuals and families, enhance leadership skills and improve relationships with family and friends. Students will learn to apply active listening skills, build trust, and ask questions that honor each family's uniqueness and strengths and empowers families and individuals to be the best version of themselves. This program prepares students for careers in helping professions, including education, early childhood, family life education, psychology, human services, sociology, and criminal justice.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Required

- PSY 230 | Lifespan Developmental Psychology | 4 |
- FAS 442 | Family Decision-Making and Resource Management | 3 |
- FAS 451 | Family Comm & Relationships | 3 |
- FAS 460 | Family Systems, Structures and Relationships | 4 |

#### Electives

- FAS 481 | Parent Coaching 2: Building Skills, Attitudes, and Competency | 3 |
- FAS 482 | Parent Coaching 3: Professional Applications | 3 |
- FAS 483 | Parent Coaching 4: Supervised Field Parent Coaching | 3 |

**Total Credits**: 26

* Students pursuing a Coaching Certificate, are required to register for a 2 credit internship.

### Finance Minor

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
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<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
</tr>
<tr>
<td>FIN 311</td>
<td>Corporate Finance II</td>
<td>4</td>
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</table>

#### Required (and in sequence)

- ECO 401 | Global Economics | 4 |
- FIN 411 | Investments and Capital Markets | 4 |
- FIN 413 | Money and Banking | 4 |
- FIN 498 | Internship | 4 |

**Total Credits**: 20
## Gerontology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Prerequisites from General Education</strong></td>
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</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td></td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology (4)</td>
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<tr>
<td></td>
<td><strong>The prerequisites do not count towards the 22 required total credits.</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Required</strong></td>
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<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging with a Lifespan Perspective</td>
<td>4</td>
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<tr>
<td>BIO 415</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>HCR 435</td>
<td>Ethics and Decision Making in Health Care Environments</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>KHS 439</td>
<td>Physical Dimensions of Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
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<td></td>
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## Health Care Administration Minor

*(Available online)*

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<thead>
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<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
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<tr>
<td>HCR 325</td>
<td>Compliance and Regulatory Requirements</td>
<td>4</td>
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<tr>
<td>HCR 340</td>
<td>Health Care Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>HCR 350</td>
<td>Healthcare Diversity and Global Issues</td>
<td>4</td>
</tr>
<tr>
<td>HCR 435</td>
<td>Ethics and Decision Making in Health Care Environments</td>
<td>4</td>
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<tr>
<td>HCR 440</td>
<td>Legal Environment for Healthcare Managers</td>
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<td><strong>Total Credits</strong></td>
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## History Minor

<table>
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<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 401</td>
<td>Research and Writing in History</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>HIS 231</td>
<td>USA to 1877</td>
<td>4</td>
</tr>
<tr>
<td>or HIS 233</td>
<td>USA since 1877</td>
<td></td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
<tr>
<td>or HIS 285</td>
<td>European History Since 1789</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select at least 8 credits of 300 or 400 level History (HIS) or Political Science (POL) courses</strong></td>
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<td><strong>Total Credits</strong></td>
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## Hmong Studies Minor

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<tr>
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</tr>
<tr>
<td>HMG 101</td>
<td>Introduction to Hmong Studies</td>
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<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
<td>4</td>
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</table>

## Human Resource Management Minor

*(Available online)*

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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
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</tr>
<tr>
<td>HRM 382</td>
<td>Human Resource Management and Employment Law Overview</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>8 credits from the following courses:</strong></td>
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</tr>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>ACC 384</td>
<td>Applied Accounting and Finance</td>
<td>4</td>
</tr>
<tr>
<td>or ACC 201</td>
<td>Principles of Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>BUS 388</td>
<td>Business Analytics, Tools &amp; Techniques</td>
<td>4</td>
</tr>
<tr>
<td>HRM 498</td>
<td>Internship</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>8 credits from the following courses:</strong></td>
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<tr>
<td>HRM 400</td>
<td>Recruitment, Selection, Onboarding, and Inclusion</td>
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<tr>
<td>HRM 405</td>
<td>Strategic Compensation Systems</td>
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<tr>
<td>HRM 410</td>
<td>Organizational Development and Change</td>
<td>4</td>
</tr>
<tr>
<td>HRM 440</td>
<td>Human Resources Planning, Data Analytics and Performance Management</td>
<td>4</td>
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<tr>
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<td><strong>Total Credits</strong></td>
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## Information Systems Minor

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<tbody>
<tr>
<td>ITM 305</td>
<td>Introduction to Computer-Based Information Systems</td>
<td>4</td>
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<tr>
<td>ITM 342</td>
<td>Project and Lifecycle Management</td>
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<tr>
<td>ITM 410</td>
<td>Foundations of Cyber Security and Network Defense</td>
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<tr>
<td>ITM 425</td>
<td>Digital Transformation of Business</td>
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</table>
Intercultural Communication Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
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<tr>
<td>COM 409</td>
<td>Advanced Intercultural Communication</td>
<td>4</td>
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<tr>
<td>COM 443</td>
<td>Persuasive Communication</td>
<td>4</td>
</tr>
<tr>
<td>COM 327</td>
<td>Topics in Communication</td>
<td>4</td>
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</table>

Choose 1 course from the following Communication Studies Courses:

- COM 320 Media and Public Relations (4)
- COM 325 Social Media Relations & Analytics (4)
- COM 403 Family Communication (4)
- COM 478 Organizational Communication (4)

Please choose 2 to 4 credits from below:

- ART 300 Community Arts (4)
- ART 376 World Art (4)
- COM 498 Internship (1-12)
- ENG 376 World Literature II: Geographic or Thematic (4)
- HCR 350 Healthcare Diversity and Global Issues (4)
- HIS 334 US Foreign Policy (4)
- HMG 201 Hmong Culture and Society (4)
- MAR 471 Global Marketing (2)
- SOC 358 Minority Groups (4)
- THL 320 Christianity and the Global South (4)
- THL 353 Christianity and World Religions (4)

Total Credits 22-24

1 This course is to be repeated twice.

International Business Minor

The International Business minor gives students an understanding of how to conduct business in a foreign country, including basic business skills and understanding the customs, opportunities, and challenges of working across cultures.

<table>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO 102</td>
<td>Microeconomics (2)</td>
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<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship (2)</td>
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</table>

Select one of the following:

- COM 309 Intercultural Communication (4)
- SPA 101 Beginning College Spanish I 1 (4)

Total Credits 22

1 May use 1 semester of other foreign language. Language requirement can also be satisfied through a CLEP exam.

International Studies Minor

<table>
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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POL 243</td>
<td>Contemporary Global Problems (4)</td>
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<tr>
<td>POL 401</td>
<td>Research and Writing in Political Science (4)</td>
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<tr>
<td>HIS 401</td>
<td>Research and Writing in History (4)</td>
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</tr>
<tr>
<td>HIS 334</td>
<td>US Foreign Policy (4)</td>
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</table>

Select 12 credits of the following:

- COM 309 Intercultural Communication (4)
- ECO 401 Global Economics (4)
- HIS 267 Introduction to Latin America (4)
- HIS 332 The Cold War: A Global Perspective (4)
- HIS 390 Vietnam War (4)
- POL 498 Internship or Service Learning (4-8)

Electives

Select 10 credits of the following:

- Foreign Language (up to 8 credits)
- Hmong Studies (variety of courses) (up to 4 credits)
- Study Abroad (up to 10 credits)

Total Credits 22

Interscholastic Coaching Minor

<table>
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<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
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<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 479</td>
<td>Coaching Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>KHS 472</td>
<td>Athletic Training, Injury Prevention, and Safety</td>
<td></td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport and Exercise Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control &amp; Motor Learning</td>
<td>4</td>
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</table>

Total Credits 22

Journalism Minor

<table>
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<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 120</td>
<td>College Writing (4)</td>
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Prerequisite from General Education

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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Applied Grammar</td>
<td>2</td>
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</table>
Lutheran Theology Minor

The Minor in Lutheran Theology provides the theological core required of students seeking to serve as professional church workers in the Lutheran Church—Missouri Synod. With additional professional training in their chosen field of service, graduates will be ready to pledge themselves to the Scriptures and the Lutheran Confessions.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 201</td>
<td>Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>THL 206</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>THL 241</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>THL 219</td>
<td>Principles of Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>THL 431</td>
<td>Lutheran Doctrine I</td>
<td>3</td>
</tr>
<tr>
<td>THL 432</td>
<td>Lutheran Doctrine II</td>
<td>3</td>
</tr>
<tr>
<td>THL 441</td>
<td>Lutheran Confessional Writings</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21

Marketing Management Minor

(Available Online)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
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</tbody>
</table>

6 credits from the following courses: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAN 301</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>MAN 204</td>
<td>Legal Environment of Business</td>
<td>2</td>
</tr>
<tr>
<td>ACC 384</td>
<td>Applied Accounting and Finance</td>
<td>4</td>
</tr>
<tr>
<td>or ACC 201</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MKM 498</td>
<td>Internship</td>
<td>4</td>
</tr>
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</table>

9 credits from the following courses: 9

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DMCX 300</td>
<td>Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>DMCX 350</td>
<td>Email Marketing</td>
<td>3</td>
</tr>
<tr>
<td>DMCX 400</td>
<td>Search Engine Optimization/Search Engine Marketing (SEO/SEM)</td>
<td>3</td>
</tr>
<tr>
<td>DMCX 425</td>
<td>Marketing Analytics</td>
<td>3</td>
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</tbody>
</table>

Total Credits 19

Marketing Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 4 credits from the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO 102</td>
<td>Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAN 302</td>
<td>Operations and Quality Management</td>
<td>2</td>
</tr>
<tr>
<td>SLS 300</td>
<td>The Business Aspects of Professional Selling</td>
<td>4</td>
</tr>
<tr>
<td>SLS 400</td>
<td>The People Aspects of Professional Selling</td>
<td>4</td>
</tr>
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</table>

Select 12 credits from the following: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>DMCX 300</td>
<td>Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>DMCX 350</td>
<td>Email Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
DMCX 400  Search Engine Optimization/Search Engine Marketing (SEO/SEM) (3)
MAR 312  Consumer Behavior (4)
MAR 413  Marketing Research (4)
MAR 471  Global Marketing (2)
MAR 498  Marketing Internship (4)

Total Credits 20

Mathematics Minor

This program provides a solid mathematical and quantitative background to enhance the student's major course of study. Coursework includes activities designed to reinforce skills in communication, group interaction, and problem-solving.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MAT 145</td>
<td>Calculus II</td>
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<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
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</table>

Electives (7 credits: must take at least one of MAT 305, MAT 330, or MAT 375)

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 115</td>
<td>Introduction to Python</td>
<td>4</td>
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<tr>
<td>or CSC 210</td>
<td>Microsoft Excel Core</td>
<td></td>
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<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
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<tr>
<td>MAT 330</td>
<td>Advanced Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 333</td>
<td>Financial Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 375</td>
<td>Differential Equations and Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 478</td>
<td>Mathematics Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MAT 488</td>
<td>Independent Study in Mathematics</td>
<td>1-4</td>
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</table>

Total Credits 22

Music Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 101</td>
<td>Basic Musicianship</td>
<td>2</td>
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<tr>
<td>MUS 111</td>
<td>Class Piano I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Class Piano II</td>
<td>2</td>
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</table>

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
<td>2</td>
</tr>
<tr>
<td>or MUS 121</td>
<td>Listening to Life: Global &amp; Popular Music</td>
<td></td>
</tr>
</tbody>
</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 201</td>
<td>Musicianship I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 202</td>
<td>Musicianship II</td>
<td>4</td>
</tr>
<tr>
<td>MUS 7XX</td>
<td>2 semesters of ensemble at 0-2 credits each</td>
<td></td>
</tr>
<tr>
<td>MUS 8XX</td>
<td>2 semesters of private lessons at 1 credit each</td>
<td>2</td>
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</table>

Select one of the following: 3

MUS 321  Music History I (3)
MUS 322  Music History II (recommended) (3)
MUS 323  Music History III (3)

Electives

Select 11 credits, which may be chosen from any music offerings (including private lessons and ensembles beyond those required) 11

Additional Requirements

Attend two recitals or concerts per year 2

Total Credits 24

Non-Profit Management Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
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</tbody>
</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 120</td>
<td>Business Fundamentals and Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAN 370</td>
<td>Leading Nonprofit Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MAN 420</td>
<td>Managing Volunteers and Fundraising</td>
<td>4</td>
</tr>
<tr>
<td>MAN 498</td>
<td>Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 20

Photography Minor

This program combines studio art courses and photographic and art history to give students a solid foundation in photographic production and its role in culture. Students will gain knowledge and skills of photography to enhance preparation for informed living and careers in multiple fields.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2-3</td>
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<tr>
<td>or ART 272</td>
<td>Survey of Western Art II</td>
<td></td>
</tr>
<tr>
<td>ART 102</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>4</td>
</tr>
<tr>
<td>ART 473</td>
<td>History of Photography</td>
<td>3</td>
</tr>
</tbody>
</table>
Select credits from the following elective courses to total a minimum of 24 credits:

- ART 499: Art Senior Seminar (1-2)
- ART 488: Independent Study (2)
- ART 472: 19th and 20th Century Art and Design (4)

**Political Science Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 131</td>
<td>Government and Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 242</td>
<td>Neighborhood and Community Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 243</td>
<td>Contemporary Global Problems</td>
<td>4</td>
</tr>
<tr>
<td>POL 401</td>
<td>Research and Writing in Political Science</td>
<td>4</td>
</tr>
<tr>
<td>POL 487</td>
<td>Readings Seminar: Topics in Political Science</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

Select 8 credits of 300 or 400 level History or Political Science courses

**Total Credits**

24-27

**Psychology Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Lifespan Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Group Counseling &amp; Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Forensic Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Introduction to Personality Theories</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 425</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

26

**Public Relations Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>KHS 460</td>
<td>Health Advocacy and Leadership</td>
<td>4</td>
</tr>
</tbody>
</table>

**Public Credits**

20

**Prerequisites from General Education**

- COM 103: Interpersonal Communication (4)
- COM 309: Intercultural Communication (4)

**Required**

- COM 212: Public Speaking (4)
- COM 320: Media and Public Relations (4)
- COM 325: Social Media Relations & Analytics (4)
- COM 443: Persuasive Communication (4)
- COM 478: Organizational Communication (4)

**Electives**

Select 3-4 credits

- ART 282: Graphic Design I (3)
- ART 383: Web Design I (3)
- ENG 420: Persuasive Writing on Contemporary Issues (4)
- MAR 301: Principles of Marketing (4)
- MAR 312: Consumer Behavior (4)
- MAR 313: Advertising and Promotions (4)
- MAR 413: Marketing Research (4)
- MAR 470: Digital Marketing (2)
- MAR 471: Global Marketing (2)
- MKM 330: Integrated Marketing Communications (4)
- POL 337: Parties, Campaigns, and Elections (4)

**Total Credits**

23-24

**Quality Science Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>or BUS 380</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>SCI 250</td>
<td>Global Regulatory and Legal Requirements of Quality</td>
<td>4</td>
</tr>
<tr>
<td>SCI 275</td>
<td>Product Development, Risk, and Failure Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

23-24

**Religion Minor**

This program is designed to address such questions as: How does religion help the individual live a well examined life? What is the importance of religious values for the individual and for the human community? How does theological literature relate to social issues? You’ll explore how religious perspectives have a significant role in public life and have opportunities to observe and reflect on religious faith communities. A minor in religion paired with a major from a variety of disciplines—business, science, sports medicine, the arts—will add a distinctive quality to a graduate’s resume and open careers in those areas.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>THL 100 The Biblical Heritage of Christianity</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>or THL 200 Scripture and its interpretation: A Global Introduction to the Bible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or THL 206 New Testament</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THL 353 Christianity and World Religions</td>
<td>4</td>
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<tr>
<td>Electives</td>
<td>Select 12 credits of the following:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>THL 218 The Land of the Bible (1)</td>
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<tr>
<td></td>
<td>THL 310 Archaeology and the Bible (4)</td>
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<td></td>
<td>THL 320 Christianity and the Global South (4)</td>
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<td>THL 325 Christian Ethics (4)</td>
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<td></td>
<td>THL 342 Athens and Jerusalem: Philosophy and Christianity (4)</td>
<td></td>
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<tr>
<td></td>
<td>THL 344 Martin Luther: Saint &amp; Sinner (4)</td>
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<td></td>
<td>THL 356 One Nation under God? Christianity and Politics in America (4)</td>
<td></td>
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<tr>
<td></td>
<td>THL 357 Christianity and the Media in Contemporary Culture (4)</td>
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<tr>
<td></td>
<td>THL 359 Theology and Art (4)</td>
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<tr>
<td></td>
<td>THL 377 Faith and Justice in the City (4)</td>
<td></td>
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<tr>
<td></td>
<td>THL 371 Mission of God (4)</td>
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<tr>
<td></td>
<td>THL 345 Callings: Christianity and Vocation (3)</td>
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<tr>
<td></td>
<td>THL 336 The Problem of Evil (4)</td>
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<td>Total</td>
<td></td>
<td>19-20</td>
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</tbody>
</table>

**Sales and Business Development Minor**

Discover what it takes to be successful in the field of professional selling. Expand the ability to influence outcomes in business by developing the skills needed in business-to-business sales and direct contact with the customer. Strengthen career options by exploring a comprehensive view of sales and gain confidence in the ability to contribute to the bottom line.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>MAR 301 Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAN 301 Organizational Behavior</td>
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<tr>
<td></td>
<td>SLS 300 The Business Aspects of Professional Selling</td>
<td>4</td>
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<tr>
<td></td>
<td>SLS 400 The People Aspects of Professional Selling</td>
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<td></td>
<td>SLS 498 Sales Internship</td>
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<tr>
<td>Total</td>
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**Sociology Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Required</td>
<td>SOC 152 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SOC 359 Social Welfare as an Institution</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SOC 453 Social Theory</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 12 credits of the following:</td>
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</tr>
<tr>
<td></td>
<td>PSY 230 Lifespan Developmental Psychology (4)</td>
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<tr>
<td></td>
<td>PSY 451 Social Psychology (4)</td>
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</tr>
<tr>
<td></td>
<td>SOC 357 Class and Community (4)</td>
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<tr>
<td></td>
<td>FAS 400 Family Systems, Structures and Relationships (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAS 443 Parent Education (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAS 451 Family Comm &amp; Relationships (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 253 Marriage and Family (4)</td>
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</tr>
<tr>
<td></td>
<td>CJO 442 Foundations of the Criminal Justice System (4)</td>
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</tr>
<tr>
<td></td>
<td>CJO 456 Building an Integrated Criminal Justice System (4)</td>
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<tr>
<td></td>
<td>CJO 461 Constitutional and Criminal Law and Justice (4)</td>
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<tr>
<td></td>
<td>CJO 472 Cultural Considerations in Criminal Justice Systems (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CJO 487 Delinquent and Criminal Behaviors Across the Life Course (4)</td>
<td></td>
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<tr>
<td></td>
<td>PSY 350 Forensic Psychology (4)</td>
<td></td>
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<tr>
<td></td>
<td>PSY 360 Abnormal Psychology (4)</td>
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<tr>
<td>Total</td>
<td></td>
<td>24</td>
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</tbody>
</table>

**Spanish Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>SPA 101 Beginning College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SPA 102 Beginning College Spanish II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SPA 201 Intermediate College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SPA 202 Intermediate College Spanish II: Second Semester</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 8 credits of the following:</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>SPA 301 Advanced College Spanish I (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 302 Advanced College Spanish II (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 401 Advanced Spanish IV. Topics in Spanish Linguistics, Writing or Culture (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 402 Advanced Spanish IV. Readings in Contemporary Spanish Literature (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 403 Advanced Spanish IV. Voices of Latinos in the U.S. (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 488 Spanish Independent Study (1-4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 498 Spanish Internship (1-4)</td>
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</tr>
<tr>
<td>Total</td>
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<td>24</td>
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</table>

**Sport Communication Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>COM 103 Interpersonal Communication (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or COM 212 Public Speaking (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 222 Social/Mass Media Communication</td>
<td>4</td>
</tr>
</tbody>
</table>
### Sport Management Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 390</td>
<td>Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>KHS 391</td>
<td>Law &amp; Sport</td>
<td>4</td>
</tr>
<tr>
<td>KHS 392</td>
<td>Marketing and Fundraising</td>
<td>4</td>
</tr>
<tr>
<td>KHS 393</td>
<td>Planning &amp; Managing Sport Facilities</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**: 24

### Sport Psychology Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>KHS 479</td>
<td>Coaching Pedagogy</td>
<td>2</td>
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<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 316</td>
<td>Psychology of Sport Injury and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>KHS 375</td>
<td>Sociology of Sport and Exercise</td>
<td>4</td>
</tr>
<tr>
<td>KHS 420</td>
<td>Program Administration</td>
<td>2</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport and Exercise Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**: 20

### Theatre Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 101</td>
<td>Introduction to The Theatre (2)</td>
<td></td>
</tr>
</tbody>
</table>

**Required**

- THR 221 Acting I          | 4
- THR 241 Script Analysis   | 4
- THR 251 Stagecraft        | 4
- THR 478 Directing         | 4
- THR 445 Theatre History, Theory, and Literature I | 4

**Electives**

Select 4 credits of the following:

- THR 111 Theatre in Practice (0-1) | 4
- THR 131 Improvisation (2)
- THR 160 Introduction to Dance (3)
- THR 201 Dance for Musical Theatre (3)
- THR 253 Makeup for the Stage (2)
- THR 262 Modern Dance Technique (3)
- THR 263 Jazz Dance Technique (3)
- THR 291 Topics in Theatre (2)
- THR 302 London Theatre Tour (2)
- THR 321 Acting II (4)

**Total Credits**: 22

1 Students may apply up to 4 credits of upper level English literature courses to the elective credit area of the writing minor.

### Writing Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required**

- ENG 220 Applied Grammar               | 2
- ENG 420 Persuasive Writing on Contemporary Issues | 3
- ENG 488 Independent Study (senior year for portfolio revisions) | 1

**Electives**

Select 16 credits of the following:

- ENG 221 Journalism (4)
- ENG 222 Journalism Practicum (1)
- ENG 227 Column Writing (2)
- ENG 228 Review Writing (2)
- ENG 324 Teaching Writing 1:1 (2)
- ENG 320 Writing in the Workplace (3)
- ENG 325 Creative Writing I (4)
- ENG 498 Internship (1-4)

**Total Credits**: 24

### Writing/Communications Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Interpersonal Communication</td>
<td>4</td>
</tr>
<tr>
<td>or COM 212</td>
<td>Public Speaking (4)</td>
<td></td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Select 24 credits of the following with at least 8 from Communication Studies and 8 from English:

- COM 205 Small Group Communication (4)
- COM 212 Public Speaking (4)
COM 222  Social/Mass Media Communication (4)  
COM 309  Intercultural Communication (4)  
COM 478  Organizational Communication (3)  
ENG 220  Applied Grammar (2)  
ENG 221  Journalism (4)  
ENG 222  Journalism Practicum (1)  
ENG 227  Column Writing (2)  
ENG 228  Review Writing (2)  
ENG 320  Writing in the Workplace  
ENG 324  Teaching Writing 1:1 (2)  
ENG 325  Creative Writing I (4)  
ENG 326  Topics in Writing (2)  
ENG 420  Persuasive Writing on Contemporary Issues  
ENG 425  Creative Writing II (4)  

Total Credits 30

Pre-Professional Programs

Pre-professional programs prepare students for entry into numerous professional programs. These pre-professional programs are not majors (i.e., a pre-med or pre-physical therapy major) but rather are tailored courses within existing majors. As students determine their program of interest, faculty work one on one with them to ensure they complete the prerequisite course requirements for their professional program(s) of interest.

- Pre-Audiology (p. 107)  
- Pre-Chiropractic (p. 107)  
- Pre-Dental (p. 107)  
- Pre-Engineering (p. 108)  
- Pre-Genetic Counseling (p. 108)  
- Pre-Law (p. 108)  
- Pre-Medicine (p. 109)  
- Pre-Occupational Therapy (p. 109)  
- Pre-Optometry (p. 109)  
- Pre-Pharmacy (p. 110)  
- Pre-Physical Therapy (p. 110)  
- Pre-Physician Assistant (p. 110)  
- Pre-Veterinary Medicine (p. 111)

Pre-Audiology

Students intending to apply to a Doctor of Audiology (Au.D) program would be best prepared by completing a Biology B.S. (p. 59).

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
<td></td>
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<tr>
<td>BIO 130</td>
<td>General Biology II (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II (4)</td>
<td></td>
</tr>
<tr>
<td>PHS 221</td>
<td>General Physics I (Calc Based) (4)</td>
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</tr>
</tbody>
</table>

1 Students should look into specific requirements for each school they plan to apply to.

Pre-Pre-Professional Programs

Pre-professional programs prepare students for entry into numerous professional programs. These pre-professional programs are not majors (i.e., a pre-med or pre-physical therapy major) but rather are tailored courses within existing majors. As students determine their program of interest, faculty work one on one with them to ensure they complete the prerequisite course requirements for their professional program(s) of interest.

- Pre-Audiology (p. 107)  
- Pre-Chiropractic (p. 107)  
- Pre-Dental (p. 107)  
- Pre-Engineering (p. 108)  
- Pre-Genetic Counseling (p. 108)  
- Pre-Law (p. 108)  
- Pre-Medicine (p. 109)  
- Pre-Occupational Therapy (p. 109)  
- Pre-Optometry (p. 109)  
- Pre-Pharmacy (p. 110)  
- Pre-Physical Therapy (p. 110)  
- Pre-Physician Assistant (p. 110)  
- Pre-Veterinary Medicine (p. 111)

Pre-Dental

Students intending to apply for admission to a graduate dental program would be best prepared by completing a Biochemistry B.S. (p. 58) or a Biology B.S. (p. 59).

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
<td></td>
</tr>
</tbody>
</table>

1 Students should look into specific requirements for each school they plan to apply to.

Pre-Chiropractic

Students intending to apply to a chiropractic graduate program would be best prepared by completing a Biology B.S. (p. 59) or an Exercise Science B.S. (p. 73).

If a student is interested in attending Northwestern Health Sciences University, Concordia has a 3+3 partnership that will enable students to earn both a bachelor of science (exercise science or biology) from Concordia and a doctorate in chiropractic from Northwestern Health Sciences University in six years. Students will spend their first three years at Concordia, St. Paul, and the final three years at Northwestern. This pre-chiropractic program is not limited to Northwestern Health Sciences although this is an opportunity students may choose to pursue.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
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</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry I (4)</td>
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<tr>
<td>KHS 473</td>
<td>Biomechanics (4)</td>
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<tr>
<td>KHS 474</td>
<td>Exercise Physiology (4)</td>
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<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (4)</td>
<td></td>
</tr>
</tbody>
</table>

1 Students should look into specific requirements for each school they plan to apply to.

2 These courses meet the prerequisite requirements for Northwestern Health Sciences University 3+3 program.
Biology

**Pre-Engineering**

Students intending to apply for a graduate program in engineering would be best prepared by completing a Mathematics B.S. (p. 80) or a Chemistry B.A. (p. 60)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II (4)</td>
<td></td>
</tr>
</tbody>
</table>

**Organic Chemistry with lab (1 year)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 222</td>
<td>Organic Chemistry II (4)</td>
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</table>

**Physics with lab (1 year)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 112</td>
<td>Introductory Physics for Biological and Health Sciences I (4)</td>
<td></td>
</tr>
<tr>
<td>or PHS 221</td>
<td>General Physics I (Calc Based) (4)</td>
<td></td>
</tr>
<tr>
<td>PHS 113</td>
<td>Introductory Physics for Biological and Health Sciences II (4)</td>
<td></td>
</tr>
<tr>
<td>or PHS 222</td>
<td>General Physics II (Calc Based) (4)</td>
<td></td>
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</tbody>
</table>

**Biochemistry**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 328</td>
<td>Biochemistry I (4)</td>
<td></td>
</tr>
</tbody>
</table>

**Math (3 cr)**

**Applied Human Psychology ( 3 cr)**

**English (8 cr), may require a writing intensive course**

**Other Recommended Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 210</td>
<td>Genetics (4)</td>
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<tr>
<td>BIO 300</td>
<td>Microbiology (4)</td>
<td></td>
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<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 430</td>
<td>Immunology (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology (4)</td>
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</tr>
<tr>
<td>ART 103</td>
<td>3D Design (2-3)</td>
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<tr>
<td>ART 251</td>
<td>Sculpture I (3)</td>
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</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Pre-Genetic Counseling**

Students intending to apply to a genetic counseling graduate program would be best prepared by completing a Biology B.S. (p. 59), Biology B.A. (p. 58), or a Biochemistry B.S. (p. 58).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 221</td>
<td>General Physics I (Calc Based) (4)</td>
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</tr>
<tr>
<td>PHS 222</td>
<td>General Physics II (Calc Based) (4)</td>
<td></td>
</tr>
</tbody>
</table>

Students should look into specific requirements for each school they plan to apply to.

**Pre-Law**

Pre-law students at Concordia University should complete the Bachelor of Arts degree in one or more fields of study. Law schools prefer that students complete a broad, diverse, and challenging undergraduate curriculum and reserve legal study for law school. Undergraduate programs should reveal the student's capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, Dr. Matt Ryan at (651) 641-8267 or ryan@csp.edu.

Created upon a mutual regard for the integrity of parallel academic programs and in an effort to better serve students preparing to pursue a career in law, Concordia University, St. Paul (CSP) and Concordia University - Portland, School of Law (CUSL) have entered into an agreement for an articulated program. This agreement will define preparatory coursework to be completed at CSP for students intending to matriculate into CUSL. This agreement will articulate the special terms for admission at CUSL to earn a Juris Doctor (JD), and the distinctive criteria for the awarding of a Bachelor of Arts or Bachelor of Sciences degree to participating students from CSP.
Pre-Medicine

Students intending to apply to a graduate medical program would be best prepared by completing a Biochemistry (p. 58) B.S. (p. 60) or a Biology B.S. (p. 59).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
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<tr>
<td>BIO 130</td>
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</table>

General Chemistry with lab (1 year)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II (4)</td>
<td></td>
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</tbody>
</table>

Organic Chemistry with lab (1 year)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td>CHE 222</td>
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</tbody>
</table>

Physics with lab (1 year)

<table>
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<tr>
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<tbody>
<tr>
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</table>

Biochemistry

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 328</td>
<td>Biochemistry I (4)</td>
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</table>

Statistics

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
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</table>

Math (Calculus Recommended)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I (4)</td>
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</table>

Other Recommended Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I (4)</td>
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</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 440</td>
<td>Human Gross Anatomy (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 430</td>
<td>Immunology (4)</td>
<td></td>
</tr>
</tbody>
</table>

These are the generally required courses for entrance into medical school. ¹

Students should look into specific requirements for each school they plan to apply to.

Pre-Occupational Therapy

Students intending to apply for an occupational therapy graduate program can complete any undergraduate degree program. Completing a Biology B.A. (p. 58) with a Psychology minor (p. 104) would complete most of the necessary pre-requisite coursework. Additional relevant majors include an Exercise Science B.S. (p. 73) or a Biology B.S. (p. 59).

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Students should look into specific requirements for each school they plan to apply to.

Pre-Optometry

Students intending to apply for admission to a graduate program in optometry would be best prepared by completing a Biology B.S (p. 59).

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<tbody>
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</tbody>
</table>

Students should look into specific requirements for each school they plan to apply to.
Pre-Pharmacy

Students intending to apply to a graduate pharmacy program would be best prepared by completing a Biochemistry B.S. (p. 58), Biology B.S. (p. 59), or Chemistry B.A (p. 60).

Concordia University St. Paul's 3+4 partnership with Concordia University Wisconsin allows eligible students to complete their Biology B.S. or Chemistry B.A and a doctor of pharmacy in seven years. Students will spend their first three years at Concordia, St. Paul, and the final four years at Concordia, Wisconsin.

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These are the generally required courses for entrance into pharmacy school.</td>
<td></td>
</tr>
</tbody>
</table>

**Biology with lab (1 year)**

- BIO 120 General Biology I (4)
- BIO 130 General Biology II (4)

**Microbiology with lab**

- BIO 300 Microbiology (4)

**Anatomy and Physiology (with lab)**

- BIO 315 Human Anatomy and Physiology I (4)
- BIO 316 Human Anatomy and Physiology II (4)

**General Chemistry with lab (1 year)**

- CHE 115 General Chemistry I (4)
- CHE 116 General Chemistry II (4)

**Organic Chemistry with lab (1 year)**

- CHE 221 Organic Chemistry I (4)
- CHE 222 Organic Chemistry II (4)

**Physics with lab (2 trig based or 1 calc based)**

- PHS 112 Introductory Physics for Biological and Health Sciences I (4)
- or PHS 221 General Physics I (Calc Based) (4)
- PHS 113 Introductory Physics for Biological and Health Sciences II (4)
- or PHS 222 General Physics II (Calc Based) (4)

**Advanced Biology course (Biochemistry recommended)**

- CHE 328 Biochemistry I (4)

**Statistics**

- MAT 110 Introduction to Probability and Statistics (3)

**Math**

- MAT 135 Calculus I (4)

1 Students should look into specific requirements for each school they plan to apply to.

Pre-Physical Therapy

Students intending to apply to a graduate physical therapy program would be best prepared by completing a Biology B.S. (p. 59), or Exercise Science B.S. (p. 73).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These are generally required courses for entry into Doctor of Physical Therapy programs.</td>
<td></td>
</tr>
</tbody>
</table>

**General Biology (1 year-BIO120 and BIO130) and one additional biology course (BIO210 or BIO330)**

- BIO 120 General Biology I (4)
- BIO 130 General Biology II (4)
- BIO 210 Genetics (4)
- BIO 330 Cell Biology (4)

**Chemistry (1 year)**

- CHE 115 General Chemistry I (4)
- CHE 116 General Chemistry II (4)

**Anatomy and Physiology (1 year)**

- BIO 315 Human Anatomy and Physiology I (4)
- BIO 316 Human Anatomy and Physiology II (4)

**Physics (1 year)**

- PHS 112 Introductory Physics for Biological and Health Sciences I (4)
- or PHS 221 General Physics I (Calc Based) (4)
- PHS 113 Introductory Physics for Biological and Health Sciences II (4)
- or PHS 222 General Physics II (Calc Based) (4)

**Introduction to Psychology (PSY101)** and one additional social/behavioral science course (PSY230, PSY360, or KHS400)

- PSY 101 Introduction to Psychology (4)
- PSY 230 Lifespan Developmental Psychology (4)
- PSY 360 Abnormal Psychology (4)
- KHS 400 Health Psychology 2 (4)

**Statistics**

- MAT 110 Introduction to Probability and Statistics (3)

**Other required or recommended courses**

- BIO 350 Medical Terminology (2)
- MAT 125 Precalculus (4)
- or MAT 135 Calculus I (4)
- KHS 473 Biomechanics (4)
- KHS 474 Exercise Physiology (4)

1 Students should look into specific requirements for each school they plan to apply to.

2 Approved for Concordia’s Doctor of Physical Therapy program.

Pre-Physician Assistant

Students intending to apply for physician assistant graduate program(s) would be best prepared by completing a Biology B.S (p. 59). or a Biochemistry B.S. (p. 58).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These are the generally required courses for entrance into a physician assistant graduate program.</td>
<td></td>
</tr>
</tbody>
</table>

- BIO 120 General Biology I (4)
- BIO 130 General Biology II (4)
- CHE 115 General Chemistry I (4)
- CHE 116 General Chemistry II (4)
- CHE 221 Organic Chemistry I (4)
- BIO 315 Human Anatomy and Physiology I (4)
BIO 316  Human Anatomy and Physiology II (4)
BIO 300  Microbiology (4)
BIO 350  Medical Terminology (2)
CHE 328  Biochemistry I (4)
MAT 110  Introduction to Probability and Statistics (3)
MAT 125  Precalculus (4)
PSY 101  Introduction to Psychology (4)

Other Prerequisites May Include Genetics, Organic Chemistry II, Lifespan Developmental Psychology, Calculus I and Research Methods/Ethics. Please check with your program(s) of interest and speak with your faculty mentor before taking these courses.

1 Students should look into specific requirements for each school they plan to apply to.

**Pre-Veterinary Medicine**

Students intending to apply to a graduate veterinary program would be best prepared by completing a Biology B.S (p. 59).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These are generally required courses for entry into veterinary school. ¹</td>
<td></td>
</tr>
<tr>
<td><strong>General Biology with lab</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 120</td>
<td>General Biology I (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Zoology (second semester of General Biology or Animal Biology or Cell Biology)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 130</td>
<td>General Biology II (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology (4)</td>
<td></td>
</tr>
<tr>
<td>BIO 330</td>
<td>Cell Biology (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Genetics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Microbiology with lab</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology (4)</td>
<td></td>
</tr>
<tr>
<td><strong>General Chemistry with lab (1 year)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Organic Chemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Biochemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 328</td>
<td>Biochemistry I (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS 112 or PHS 221</td>
<td>Introductory Physics for Biological and Health Sciences I (4)</td>
<td></td>
</tr>
<tr>
<td>PHS 113 or PHS 222</td>
<td>Introductory Physics for Biological and Health Sciences II (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Math (Pre-Calculus or Calculus)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 125</td>
<td>Precalculus (4)</td>
<td></td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics (3)</td>
<td></td>
</tr>
</tbody>
</table>

**English (1 writing and 1 additional course)**

¹ Students should look into specific requirements for each school they plan to apply to.

**Professional Church Work Programs**

Through its Department of Theology and Ministry in the College of Humanities and Social Sciences, Concordia University, Saint Paul supports four professional church work programs that prepare students to be placed on the roster of Commissioned Ministers of The LCMS: Director of Christian Education; Director of Christian Outreach; Director of Parish Music; and Lutheran Classroom Teacher. The department also houses the Pre-Pastoral and Pre-Deaconess Studies programs. For further information on any of these programs contact the Department of Theology and Ministry (651-641-8892; theology@csp.edu).

**Director of Christian Education**

The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders in various team ministry settings in the congregation. With different emphases and specializations, the DCE is there to help teach the Christian faith to children and adults across the lifespan. The DCE program is five years in duration, entailing the core Bible and theology component, a cluster of more specialized courses, and one year devoted to a supervised internship.

**Director of Christian Outreach**

The Director of Christian Outreach (DCO) program prepares outreach specialists for service to the church. A DCO helps to assess outreach opportunities unique to a ministry setting and to equip each congregation to bring the Gospel to people in the most winsome and effective ways possible. The DCO may serve in North America or on a foreign mission field. The DCO program entails a core of academic work in Lutheran theology, a core of specialized courses, and one year devoted to a supervised internship.

**Director of Parish Music**

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God’s gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience.

**Lutheran Classroom Teacher**

The Lutheran Classroom Teacher program is a partnership between the College of Humanities and Social Sciences and the College of Education, preparing men and women for teaching careers in one of the more than 2,500 pre-school, elementary or secondary schools of The Lutheran Church - Missouri Synod. A student preparing to be a Lutheran Classroom Teacher meets the requirements for Minnesota state licensure as a teacher through the College of Education and meets the requirements for church certification through the Department of Theology and Ministry.
The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals.

**Pre-Seminary Education**

The pre-pastoral program at Concordia University, Saint Paul equips students for success at a Lutheran seminary, where they receive their formal education for service in Word and Sacrament ministry.

**Pre-Deaconess Education**

The pre-deaconess program at Concordia University, Saint Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, Saint Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia University, Chicago Deaconess program, or she may graduate from CSP with a major in theology and may continue preparation at Concordia Seminary, Saint Louis, Missouri or Concordia Theological Seminary, Fort Wayne, Indiana, earning a Master of Arts degree and the Deaconess certification.

**Certificates**

- Criminal Justice POST Certificate (p. 112)
- Early Childhood Education Certificate (p. 112)
- Leadership Certificate (p. 112)

**Criminal Justice POST Certificate**

The Criminal Justice POST certificate is dedicated to the development of academic and practical application skills, competence and honing of safety, security, ethical, and empathic care and concern for the welfare of others. The certificate prepares students to become lifelong learners dedicated to serving the needs of culturally diverse populations in a variety of settings and roles within the POST-Licensure Peace Officer capacity. The degree equips students with skills to lead, educate, provide service, and serve in several types of roles in criminal justice settings locally, state and federal agencies within Minnesota.

The certificate program is for students who have earned a regionally accredited degree in another discipline, currently working in a non-licensed criminal justice field of service hoping to earn a MN POST Licensure eligibility for a peace officer position, students who transfer in from other related criminal justice degree programs, and students who have a military background coupled with a degree and aspire to work in the criminal justice system as eligible POST-Licensure Peace Officers.

The Criminal Justice Certificate is not eligible for Title IV funding.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU 456</td>
<td>Building an Integrated Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 461</td>
<td>Constitutional and Criminal Law and Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 472</td>
<td>Cultural Considerations in Criminal Justice Systems</td>
<td>4</td>
</tr>
<tr>
<td>CJU 478</td>
<td>Contemporary Issues in the Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>CJU 487</td>
<td>Delinquent and Criminal Behaviors Across the Life Course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Early Childhood Education Certificate**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 400</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>CHD 410</td>
<td>Growth and Development of Children</td>
<td>3</td>
</tr>
<tr>
<td>CHD 435</td>
<td>Developmentally Appropriate Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>CHD 440</td>
<td>Children's Play and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Leadership Certificate**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 380</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAL 402</td>
<td>Team Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MAL 404</td>
<td>Leading Change</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits

24

12
GRADUATE CATALOG

- Business Administration (MBA) (p. 117)
- Business Administration with an Emphasis in Health Care Compliance (MBA) (p. 118)
- Business Administration with an Emphasis in Health Care Management (MBA) (p. 118)
- Coaching and Athletic Administration (MS) (p. 119)
- Creative Writing (MFA) (p. 118)
- Criminal Justice Leadership (MA) (p. 119)
- Cybersecurity (Certificate) (p. 119)
- Cybersecurity (MS) (p. 119)
- Data Analytics (Certificate) (p. 120)
- Data Analytics (MS) (p. 119)
- Education (EdD) (p. 120)
- Education with an Emphasis in Differentiated Instruction (MA) (p. 121)
- Education with an Emphasis in Early Childhood (MA) (p. 121)
- Education with an Emphasis in Educational Leadership (MA) (p. 122)
- Education with an Emphasis in Educational Technology (MA) (p. 122)
- Education with an Emphasis in English as a Second Language (MA) (p. 122)
- Education with an Emphasis in Literacy (Including K-12 Reading Endorsement) (MA) (p. 120)
- Education with an Emphasis in Trauma and Resilience in Educational Settings (MA) (p. 122)
- Educational Specialist (EdS) (p. 123)
- Exercise Science (MS) (p. 123)
- Family Science (MA) (p. 124)
- Human Resource Management (MA) (p. 124)
- Human Services with an Emphasis in Forensic Behavioral Health (MA) (p. 124)
- Human Services with an Emphasis in Trauma, Resilience and Self-Care Strategies (MA) (p. 125)
- Information Technology Management (MS) (p. 125)
- Kinesiology (EdD) (p. 125)
- Leadership and Management (MA) (p. 126)
- Nursing (MSN) (p. 126)
- Orthotics and Prosthetics (MS) (p. 126)
- Physical Therapy (DPT) (p. 127)
- Special Education with an Emphasis in Autism Spectrum Disorders (MA) (p. 128)
- Special Education with an Emphasis in Emotional Behavioral Disorders (MA) (p. 128)
- Special Education with an Emphasis in Specific Learning Disabilities (MA) (p. 128)
- Sport Management (MA) (p. 129)
- Strategic Communication Management (MA) (p. 129)
- Teaching (MAT) (p. 129)
- Trauma, Resilience and Self-Care Strategies (Certificate) (p. 125)

Graduate Academic Information

- Academic Integrity for Graduate Students (p. 113)
- Academic Policies and Procedures: Graduate (p. 114)
- Definition of Academic Terms (p. 116)
- Graduation Requirements: Graduate Programs (p. 116)
- Program Requirements (p. 116)
- The Principles of Graduate Study (p. 117)

Academic Integrity for Graduate Students

Definition of Terms

1. Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of academic integrity include “cheating” and “plagiarism” as defined by the university’s Student Code of Conduct (SCC).

2. The term “cheating” includes, but is not limited to:
   a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
   b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
   c. the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff
   d. academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form.

3. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

4. The term “recycling” may be new to some. Instructors expect that work submitted in a course is original work done for that course. These are two examples of recycling:
   a. Submitting your own work, which has been submitted and graded for an earlier course, for a second course.
   b. Submitting your own published work as original work for a course.

Implementation of Academic Integrity Policies

1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner. The instructor will complete a Graduate Student Academic Report.

2. The instructor will present this evidence to the student. The instructor will notify the student in writing that this has been done and will provide instruction for the appeal process.

3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. Any prescribed penalties must be in writing and include
instructions for the appeal process. These should be documented through the Graduate Student Academic Report.

4. If this is a repeated occurrence, the Department Chair, Dean of the College and the AVP for Graduate Studies may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.

5. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the AVP for Graduate Studies within 3 university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 university business days.

**Academic Policies and Procedures: Graduate**

**Fulltime Status**

Graduate students are considered full-time students when they have been admitted to the university and are registered for a minimum of 6 credits per semester.

**Time Limits for Completion**

- Master's degree programs at Concordia University must be completed within five years of the first date of the beginning of the first course.
- Ed.S. degree programs must be completed within six years of beginning of the first course.
- Ed.D. degree programs must be completed within seven years of the beginning of the first course.
- DPT degree programs must be completed within four years of the beginning of the first course.

**Repeating Courses**

Students may repeat a course. If students repeat a course, both courses remain on the student's transcript but only the higher/highest grade is used in computing a student's cumulative grade point average (CGPA).

**Auditing Courses**

Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student's permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Graduate students may change regular registration to an audit before the end of the fourth week of the semester. Registration may be canceled for non-attendance.

**Independent Study**

Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 35 clock hours of work.

Credit for independent studies may be used to fulfill any curriculum requirement. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair, and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Registrar's Office.

**Transfer Credit**

Up to 50 percent of the credits necessary for a Concordia University - St. Paul graduate degree may be accepted for transfer from an accredited graduate school. The credits must be appropriate to the student's program and the course(s) must be equivalent to the course(s) in the program (i.e. outcomes (objectives) need to match). Application for transfer of credit is made by the student to the Advisor. The credits must be certified by the Registrar and approved for the degree program by the program director.

1. Normally no credits will be accepted for transfer into the DPT program.
2. Only courses with a grade of B or better may be accepted for transfer credit.
3. Normally credits older than seven years will not be accepted.
4. The chair of the graduate program or designee will make the determination whether a student is required to audit a course in place of taking the course for a grade.
5. Students taking graduate level courses as a part of Concordia University - St. Paul graduate certificate, approved by the Graduate Policies Committee, may apply the entire graduate certificate's credits to the graduate in which it is connected.

**Good Standing**

To remain in good standing, a graduate student must maintain a 2.0 grade-point average for all courses in the graduate program. Students not in good standing must return to good standing during the next semester or be dropped from the program.

**Attendance Policies**

The Graduate School assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to participate in all class activities, meetings and laboratory sessions for the courses in which they are enrolled.

**Drop of Registration and Withdrawal from Courses**

Students may drop their registration from a course without record during the first (1st) week of the course. Students may withdraw from courses any time after the first (1st) week of the course through the fifth (5th) week and receive a “W” grade.

**Withdrawal Procedures**

1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed Registration Restriction Form with instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Registration Restriction Form is received in the Registrar's Office.

4. Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the 6th business day of the term. See financial policies for further information.

Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or change their cohort must contact their academic advisor. It is the student’s responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. In this case, students should contact their academic advisor.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>In progress</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Not included in grade point calculations</td>
</tr>
<tr>
<td>N</td>
<td>No pass</td>
<td>Not included in grade point calculations</td>
</tr>
</tbody>
</table>

Requesting an "In Progress" Grade

An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students' probationary and disqualification status (See Satisfactory Progress Policy).

Process:

1. Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
2. Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
3. Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the Registrar.

4. The maximum number of In-Progress grades students may carry at one time is two.

Satisfactory Academic Progress Policy

A. To remain in good standing, a graduate student must maintain a 2.0 cumulative grade-point average and complete a minimum cumulative of 67% of all attempted graduate level coursework. Incompletes (I) and withdrawals (W) do not count toward completion.

B. When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student’s eligibility for enrollment.

1. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar.

2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

Disqualification Appeal Process

A Disqualification Appeal Form must be submitted to the graduate academic appeals committee. The graduate academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only.

Financial Hold

Students who are not current in their financial obligations to Concordia University, are placed on financial hold. While on financial hold, students:

- are not allowed to attend any classes
- have their course management system disabled (i.e., Blackboard)
- are subject to late fees on any and all unpaid balances
- have financial aid for the next terms canceled (since they are not current students)
- are de-registered so all student loans move into repayment status
- are unable to receive grades, transcripts, or diplomas
- who receive veterans benefits have those benefits discontinued.

In these situations, students do not receive grades for courses attended while on financial hold even if coursework is completed.

Appeal of Policy and Procedure

Graduate students may appeal decisions made by program faculty or administrators regarding disqualification, re-admission, grade change, or academic integrity regarding entry into a program, continuation in a program, or questions that may arise as a result of a candidate's academic performance in a program.
Steps for making an appeal:

1. Student submits completed appeal to the Dean's Office
2. The Dean reviews the form and determines if appeal should be granted based on stated reason for appeal.
   a. If request for appeal is denied, the Dean will email the student with reason for denial.
   b. If request for appeal is approved, the Dean will email the student and follow-up.
3. If denied, the student may appeal the decision to the Graduate Appeals Committee.
   a. Submit appeal to the Associate Vice-President for Graduate Studies (AVP-GS) for consideration by the Graduate Academic Appeals Committee.
   b. If request for appeal is denied, the AVP-GS will email the student with reason for denial.
   c. If request for appeal is approved, the AVP-GS will email the student and follow-up.
4. Final Appeal Option
   a. If appeal is denied, the student may appeal a final time to the Vice President for Academic Affairs.
   b. The Vice President for Academic Affairs will review the case and email the student of decision and reason.
   c. No further appeals are allowed after this decision.

Commencement

Students will be invited to participate in a commencement ceremony in May or December depending on when their coursework is completed. Students will be notified of their eligibility by the Registrar.

Research with Human Subjects

All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia University Saint Paul, Minnesota Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

Student researchers must read the Belmont Report and sign off on the Human Subjects Application.

Definition of Academic Terms

Certificate is a package of courses available for credit but not typically fulfilling graduation requirements.

A credit means a semester hour credit.

Doctoral Degree: May be earned in:
1. Physical Therapy (DPT) – 111 credits
2. Education (ED.D) – at least 60 credits

An endorsement is a focused group of courses within a graduate program that leads to a state licensure.

An emphasis is a focused group of courses within a graduate program that may or may not lead to a certification or a licensure.

Full-time graduate students are students who have been formally accepted into a graduate degree program and enrolled in a minimum of 6 credits in a semester. Half-time Graduate Students are students who have been formally accepted into a graduate degree program and are enrolled in three to five credits in a semester. Visiting students are those students who have registered for graduate courses but have not been admitted to a program.

A Master’s Degrees: at least 30 credits. Master of Arts (MA) degrees are typically offered in arts, education, and humanities (i.e., communications and education). Master of Science (MS) degrees are typically offered in science and technology (i.e., exercise science and information technology). For situations in which the discipline does not have a clear MA or MS offering, or for situations in which a program desires an alternate offering, supporting rationale for the degree offering should be provided.

There are three 14/15 week semesters offered at Concordia University. Graduate students typically take two seven-week courses in each semester.

Specialization: at least 30 credits beyond the Master’s degree. May be earned in:

1. Education – Principal Licensure/Superintendent Licensure (ED.S)

A transcript of credits is a certified record of all grades earned and all courses attempted at a given school, college, or university.

Graduation Requirements: Graduate Programs

A graduate degree from Concordia University carries the following general requirements. Students will:

a. Successfully complete all required courses in the degree program with a cumulative grade point average in the courses of a 2.0 or higher.

b. Complete petitions for any and all substitutions made in the program.

c. Complete all assessment activities and outcomes examinations required by the program or for the degree.

d. Submit an online application for graduation/program completion upon reaching 12 credits, or when prompted to do so by the Registrar.

e. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

Program Requirements

A master’s degree at Concordia University shall require a minimum of 30 semester credits with a grade-point average of 2.00 or better.

A Doctor of Physical Therapy degree shall require a minimum of 111 semester credits beyond a bachelor’s degree with a grade point average of 3.0 or better.
An Educational Specialist degree at Concordia University shall require a minimum of 30 semester credits beyond a master’s degree with a grade point average of 2.0 or better.

An Educational Doctorate degree at Concordia University, St. Paul, shall require a minimum of 60 semester credits beyond a master’s degree with a grade point average of 2.0 or better.

Graduate students must pass their capstone at 80% or higher.

**The Principles of Graduate Study**

**Graduate Programs**

- Business Administration (MBA) (p. 117)
- Business Administration with an Emphasis in Health Care Compliance (MBA) (p. 118)
- Business Administration with an Emphasis in Health Care Management (MBA) (p. 118)
- Coaching and Athletic Administration (MS) (p. 118)
- Creative Writing (MFA) (p. 118)
- Criminal Justice Leadership (MA) (p. 119)
- Cybersecurity (Certificate) (p. 119)
- Cybersecurity (MS) (p. 119)
- Data Analytics (Certificate) (p. 120)
- Data Analytics (MS) (p. 119)
- Education (EdD) (p. 120)
- Education with an Emphasis in Differentiated Instruction (MA) (p. 121)
- Education with an Emphasis in Early Childhood (MA) (p. 121)
- Education with an Emphasis in Educational Leadership (MA) (p. 122)
- Education with an Emphasis in Educational Technology (MA) (p. 122)
- Education with an Emphasis in English as a Second Language (MA) (p. 122)
- Education with an Emphasis in Literacy (Including K-12 Reading Endorsement) (MA) (p. 120)
- Education with an Emphasis in Trauma and Resilience in Educational Settings (MA) (p. 122)
- Educational Specialist (EdS) (p. 123)
- Exercise Science (MS) (p. 123)
- Family Science (MA) (p. 124)
- Human Resource Management (MA) (p. 124)
- Human Services with an Emphasis in Forensic Behavioral Health (MA) (p. 124)
- Human Services with an Emphasis in Trauma, Resilience and Self-Care Strategies (MA) (p. 125)
- Information Technology Management (MS) (p. 125)
- Kinesiology (EdD) (p. 125)
- Leadership and Management (MA) (p. 126)
- Nursing (MSN) (p. 126)
- Orthotics and Prosthetics (MS) (p. 126)
- Physical Therapy (DPT) (p. 127)
- Special Education with an Emphasis in Autism Spectrum Disorders (MA) (p. 128)
- Special Education with an Emphasis in Emotional Behavioral Disorders (MA) (p. 128)
- Special Education with an Emphasis in Specific Learning Disabilities (MA) (p. 128)
- Sport Management (MA) (p. 129)
- Strategic Communication Management (MA) (p. 129)
- Teaching (MAT) (p. 129)
- Trauma, Resilience and Self-Care Strategies (Certificate) (p. 125)

**Business Administration (MBA)**

The Master in Business Administration prepares graduates to lead with confidence in the ever-changing business environment. Students will develop a deeper understanding of analytics, systems thinking, business concepts and principles through an integrated and applied set of courses. Students, equipped as self-aware leaders, will also enhance their ability to communicate effectively and provide innovative solutions as strategic decision makers.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Organizational Leadership and Development</td>
<td>3</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>MBA 592</td>
<td>Topics Course: Vocation and Value</td>
<td>1</td>
</tr>
<tr>
<td>MBA 510</td>
<td>Managerial Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 515</td>
<td>Applied Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Managerial Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 594</td>
<td>Topics Course: Mastery of Future Industry</td>
<td>1</td>
</tr>
<tr>
<td>MBA 535</td>
<td>Legal Environment for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Operations and Technology Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Tools for Managerial Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Strategic Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 596</td>
<td>Topics Course: Reflection and Bridge to Your Future</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 36
Business Administration with an Emphasis in Health Care Compliance (MBA)

This program enables students to develop the knowledge, practical experience and confidence to succeed in their chosen industry. The emphasis courses, offered online within a partnership with the Mitchell Hamline School of Law, prepare students to lead a health care organization through the complex maze of government laws and regulations, and champion an ethical corporate culture. Students will be equipped with the strategies and tools essential to the development and implementation of an effective health care compliance program. Upon completion of the emphasis students are prepared to sit for the Compliance Certification Board’s (CCB) Certified in Health Care Compliance (CHO) Exam.

Coaching and Athletic Administration (MS)

The MS Coaching and Athletic Administration degree prepares students to become coaches and athletic administrators. Students will gain greater insight regarding athlete scouting and recruitment, coaching principles and athlete motivation, and sport-specific nutrition and training programs. Students will also apply business principles to coaching and athletic administration, including budgeting, fundraising, and sales. Students will develop their personalized coaching philosophy as they focus on their leadership as a coach and athletic administrator.

Creative Writing (MFA)

The Master of Fine Arts in Creative Writing is designed to develop skills in writing fiction and reading literature. By the end of the program, students...
will have completed a book-length manuscript of their own creative work. The courses are all offered 100% online. After completing this fully online MFA program, students will have achieved a level of sophistication in their writing that will allow them to pursue a number of career options.

### Criminal Justice Leadership (MA)

The Criminal Justice Leadership program recognizes the importance of a multi-systemic Leadership approach for criminal justice professionals in the human services field. The curriculum enables students to identify personal leadership characteristics and styles, enhance professionalism, collaborate with internal and external stakeholders and culturally dynamic populations, positioning themselves for leadership opportunities, and contribute to life transitions by building upon experience and previous study. Students in this program come with a wealth of experience, including law enforcement, courts, corrections, military and social service, which will uniquely benefit each cohort. The Human Service - Criminal Justice Leadership program is conveniently offered in an online format. The following coursework is designed to be sequential.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 500</td>
<td>Advanced Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 505</td>
<td>Studies in the Craft of Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 510</td>
<td>Advanced Workshop 2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 515</td>
<td>Studies in the Contemporary Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENG 520</td>
<td>Advanced Workshop 3</td>
<td>3</td>
</tr>
<tr>
<td>ENG 525</td>
<td>Studies in the Scope and Ethics of Contemporary Creative Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 530</td>
<td>Advanced Workshop 4</td>
<td>3</td>
</tr>
<tr>
<td>ENG 535</td>
<td>Studies in Contemporary Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 540</td>
<td>Advanced Workshop 5</td>
<td>3</td>
</tr>
<tr>
<td>ENG 545</td>
<td>The Culture of Writing, Editing, and Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 550</td>
<td>Researching and Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 555</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 36

### Cybersecurity (MS)

The Cybersecurity degree will extend student learning into core-competencies within the growing field of Cybersecurity. The cybersecurity courses will prepare students to integrate Cybersecurity into their information technology careers. This degree will also have the learning outcomes of the Certified Information Security Manager (CISM) imbedded into it to help prepare students to acquire the predominant certification in the field of Cybersecurity.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CYS 530</td>
<td>Enterprise Cyber Security Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CYS 505</td>
<td>Ethics in Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CYS 510</td>
<td>Research in Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CYS 545</td>
<td>Cyber Security Project Deployment</td>
<td>3</td>
</tr>
<tr>
<td>CYS 599</td>
<td>Cyber Security Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CYS 530</td>
<td>Information Security Governance and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>CYS 533</td>
<td>Information Security Operations</td>
<td>3</td>
</tr>
<tr>
<td>CYS 536</td>
<td>Incident, Threat, and Vulnerability Management</td>
<td>3</td>
</tr>
<tr>
<td>CYS 539</td>
<td>Cyber Defense</td>
<td>3</td>
</tr>
<tr>
<td>CYS 543</td>
<td>Managing a Secure Enterprise</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 36

### Cybersecurity (Certificate)

The Cybersecurity Certificate from Concordia University - St. Paul provides students with a holistic background in Information Security. The coursework, delivered by experienced faculty with professional experience, will prepare students from any discipline to understand how Cybersecurity is applied to and supports their area of interest. Through experience-based learning, students will explore Information Security Governance and Compliance, Security Operations, Incident, Threat and Vulnerability Management, Cyber Defense and Enterprise Security Services. Credits from the certificate can be applied to the full MS Cybersecurity degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CYS 530</td>
<td>Information Security Governance and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>CYS 533</td>
<td>Information Security Operations</td>
<td>3</td>
</tr>
<tr>
<td>CYS 536</td>
<td>Incident, Threat, and Vulnerability Management</td>
<td>3</td>
</tr>
<tr>
<td>CYS 539</td>
<td>Cyber Defense</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 12

### Data Analytics (MS)

The Master of Science in Data Analytics program prepares students for an agile world in analytics. Technology and managerial associated with data science and data analytics will be explored. Through project-based learning, students will explore programming for analytics, various tools for visualizing data, and techniques for analysis. Concepts and technologies surrounding Business Intelligence, Decision Support Systems, and Analytics will be thoroughly examined through application, use cases, and research on future trends.
The Doctorate in Education (EdD) degree at Concordia University is for graduate students seeking to maximize their leadership and scholarship talents with the support of their colleagues, faculty, and instructional practitioners. The coursework blends leadership and scholarship learning through 18 content which prepare students to research, analyze, and write their dissertation. Each student is assigned a leadership coach to support and mentor them throughout their learning experience. The five dissertation courses are at the end of the program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 7040</td>
<td>Leadership and Scholarship I</td>
<td>3</td>
</tr>
<tr>
<td>ED 7041</td>
<td>Leadership and Scholarship II</td>
<td>3</td>
</tr>
<tr>
<td>ED 7046</td>
<td>Leadership and Scholarship III</td>
<td>3</td>
</tr>
<tr>
<td>ED 7063</td>
<td>Leadership and Scholarship IV</td>
<td>3</td>
</tr>
<tr>
<td>ED 7090</td>
<td>Leadership and Scholarship Coaching I</td>
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</tr>
<tr>
<td>ED 7047</td>
<td>Influences and Assessment of Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Data Analytics (Certificate)

Data analytics skills are increasingly necessary in tech-focused, agile organizations today. The Data Analytics Graduate Certificate from Concordia University – St. Paul is designed to provide students with necessary skills in data analytics. Learn the methods for data visualization and analysis delivered by instructor’s from various industries creating a rich, diverse experience for students from any discipline. Students have the ability to analyze data for their own discipline or interest and credits from the certificate can be applied to the full MS Data Analytics degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT 520</td>
<td>Digital Transformation, Social Intelligence, and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DAT 505</td>
<td>Ethical Considerations for Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DAT 530</td>
<td>Quantitative Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>DAT 510</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>DAT 525</td>
<td>Data Science, Analytics, and Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>DAT 599</td>
<td>Data Analytics Capstone</td>
<td>3</td>
</tr>
<tr>
<td>DAT 515</td>
<td>Data Visualization &amp; Dashboard Reporting</td>
<td>3</td>
</tr>
<tr>
<td>DAT 535</td>
<td>Programming for Analysts</td>
<td>3</td>
</tr>
<tr>
<td>DAT 540</td>
<td>Business Intelligence and Decision Support Systems</td>
<td>3</td>
</tr>
<tr>
<td>DAT 545</td>
<td>Big Data Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 30

**Educational with an Emphasis in Literacy (Including K-12 Reading Endorsement) (MA)**

This graduate program prepares educators for curriculum design, instruction, and assessment in literacy. The program includes three options: a five-course sequence leading to eligibility for a Minnesota K-12 Reading Endorsement for those holding a current Minnesota teaching license (15 credits); a Master’s Degree in Education with an emphasis in Literacy (30 credits); and a Master’s Degree in Education with an emphasis in Literacy and a Minnesota K-12 Reading Endorsement (30 credits). Students must successfully complete the coursework, fieldwork in four courses*, and state testing requirements to earn the Minnesota K-12 Reading Endorsement. Learning outcomes include the ability to integrate national and state literacy standards into relevant and meaningful learning experiences; effective use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction; effective use a variety of assessment tools and practices to plan and evaluate reading instruction; and the ability to reflect on professional practice.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 561</td>
<td>Foundations of Literacy *</td>
<td>3</td>
</tr>
<tr>
<td>CI 562</td>
<td>Literacy Strategies for Grades K-6 *</td>
<td>3</td>
</tr>
<tr>
<td>CI 563</td>
<td>Literacy Strategies for Grades 7-12 *</td>
<td>3</td>
</tr>
<tr>
<td>CI 564</td>
<td>Assessment, Evaluation, and Supervision in Literacy Programs *</td>
<td>3</td>
</tr>
<tr>
<td>CI 570</td>
<td>Writing Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>CI 575</td>
<td>Teaching Literacy for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 512</td>
<td>Ethical Issues for Professional Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 64
MA in Education with emphasis in Literacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 561</td>
<td>Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 562</td>
<td>Literacy Strategies for Grades K-6</td>
<td>3</td>
</tr>
<tr>
<td>CI 563</td>
<td>Literacy Strategies for Grades 7-12</td>
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</tr>
<tr>
<td>CI 564</td>
<td>Assessment, Evaluation, and Supervision in Literacy Programs</td>
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<tr>
<td>CI 570</td>
<td>Writing Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>CI 575</td>
<td>Teaching Literacy for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 512</td>
<td>Ethical Issues for Professional Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

* Course has clinical experience; can only be added to a current Minnesota license.

Each state has different requirements for professional licensure and certifications. CSP’s educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. #Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program. ##Please see the contact information for teacher licensing boards here (https://publish.smartsheet.com/4dfcb6a0284545ee895980a8c8b71432/).

K-12 Reading (Endorsement Only)

The coursework is designed to be sequential.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 561</td>
<td>Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CI 562</td>
<td>Literacy Strategies for Grades K-6</td>
<td>3</td>
</tr>
<tr>
<td>CI 563</td>
<td>Literacy Strategies for Grades 7-12</td>
<td>3</td>
</tr>
<tr>
<td>CI 564</td>
<td>Assessment, Evaluation, and Supervision in Literacy Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Education with an Emphasis in Early Childhood (MA)

This program prepares educators to be professional decision-makers, reflective practitioners, and adaptive experts in the field of Early Childhood Education. It focuses on strategies and best practices rooted in theory and philosophy supported by research. Students in this program will interpret, evaluate, and apply research and connect theory to practice related to all areas of early childhood education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 522</td>
<td>Play: Theoretical Foundations and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECE 544</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECE 541</td>
<td>The Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>or GST 597</td>
<td>Graduate Study Abroad</td>
<td>3</td>
</tr>
<tr>
<td>ECE 526</td>
<td>Curriculum and Instruction in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 527</td>
<td>Observation and Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 516</td>
<td>Family Systems for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 582</td>
<td>Ethics for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ECE 576</td>
<td>Methods, Advocacy, and Leadership in ECE</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 30

1 ED 591 Thesis-Option Capstone (1 credit): Graduate level action research is included in this post-Capstone course for students that want this additional option, but is not required to complete the degree program.
Education with an Emphasis in Educational Leadership (MA)

This program prepares educators to be highly effective professional decision-makers, reflective leaders, and adaptive experts in educational settings. Students learn professional practices in educational leadership and focus on strategies and best practices rooted in theory and philosophy supported by research.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 502</td>
<td>Educational Issues</td>
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<tr>
<td>EDL 550</td>
<td>Leadership and Human Resources</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Management in Education</td>
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<tr>
<td>ED 508</td>
<td>Legal and Ethical Issues in Education</td>
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<td>ED 521</td>
<td>Educational Research and Applications</td>
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<tr>
<td>ED 554</td>
<td>Curriculum &amp; Instruction</td>
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<tr>
<td>EDL 556</td>
<td>Supervision and Improvement of Instruction</td>
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<tr>
<td>ED 507</td>
<td>Diversity in Education</td>
<td>3</td>
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<tr>
<td>or GST 597</td>
<td>Graduate Study Abroad</td>
<td></td>
</tr>
<tr>
<td>EDL 557</td>
<td>Financial Resources</td>
<td>3</td>
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<tr>
<td>EDL 553</td>
<td>Educational Policy and Administration</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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<td>Total Credits</td>
<td>30</td>
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</tbody>
</table>

Education with an Emphasis in Educational Technology (MA)

This program prepares educators to be highly effective professional decision-makers, reflective practitioners, and adaptive experts in educational technology. Program outcomes include the appropriate use of technology and its effects in the teaching and learning process including positive and negative implications. A technology certificate will be awarded at the completion of the program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ET 500</td>
<td>Principles of Digital Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>ET 505</td>
<td>Exploring Classroom Technology Tools</td>
<td></td>
</tr>
<tr>
<td>ET 510</td>
<td>Virtual Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ET 515</td>
<td>Professional Development and Leadership in Educational Technology</td>
<td></td>
</tr>
<tr>
<td>ET 520</td>
<td>Field Experience: Course Development</td>
<td></td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td></td>
</tr>
<tr>
<td>ED 512</td>
<td>Ethical Issues for Professional Educators</td>
<td></td>
</tr>
<tr>
<td>ED 507</td>
<td>Diversity in Education</td>
<td>3</td>
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<tr>
<td>or GST 597</td>
<td>Graduate Study Abroad</td>
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<tr>
<td>ED 554</td>
<td>Curriculum &amp; Instruction</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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<td></td>
<td>Total Credits</td>
<td>30</td>
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</tbody>
</table>

Education with an Emphasis in English as a Second Language (MA)

This program prepares educators to be highly effective professional decision-makers, reflective practitioners, and adaptive experts and to apply purposeful and dynamic strategies to empower all learners whose first language is other than English. Educators develop the insights, strategies, and skills to more effectively teach these school-aged children. Coursework focuses on language and society, history and principles of the English language, second language acquisition, and assessment.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
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<tr>
<td>ESL 520</td>
<td>Language and Society</td>
<td>3</td>
</tr>
<tr>
<td>ESL 531</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ESL 540</td>
<td>Foundations for Instructional Strategies for English Learners</td>
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</tr>
<tr>
<td>ESL 541</td>
<td>Instructional Strategies for English Language Learners</td>
<td></td>
</tr>
<tr>
<td>CI 587</td>
<td>Reading across the Content Areas</td>
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</tr>
<tr>
<td>ESL 550</td>
<td>Assessment of English Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 512</td>
<td>Ethical Issues for Professional Educators</td>
<td></td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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<td>Total Credits</td>
<td>30</td>
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</tbody>
</table>

Education with an Emphasis in Trauma and Resilience in Educational Settings (MA)

More than 25 percent of American youth experience a serious traumatic event by age 16 and many suffer multiple and repeated traumas - and these experiences affect learning. This program is designed to help educators develop a trauma-informed care approach and, in turn, help students to overcome barriers to learning by developing responses to trauma and resiliency skills necessary to thrive in the classroom and in life. This program does not lead to licensure.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 505</td>
<td>Trauma and its Impact on Child Development</td>
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<tr>
<td>EDU 506</td>
<td>Trauma-Informed Practices and Resilience</td>
<td></td>
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<tr>
<td>EDU 507</td>
<td>Trauma-Informed Classroom Teachers</td>
<td></td>
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<tr>
<td>EDU 508</td>
<td>Creating a Trauma-Informed School</td>
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<tr>
<td>EDU 509</td>
<td>Trauma-Informed Intervention for the Education Professional</td>
<td></td>
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<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td></td>
</tr>
<tr>
<td>ED 512</td>
<td>Ethical Issues for Professional Educators</td>
<td></td>
</tr>
<tr>
<td>CI 525</td>
<td>Innovation in Learning and Teaching</td>
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<td>CI 585</td>
<td>Educational Assessment</td>
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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDL 550</td>
<td>Educational Issues</td>
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<tr>
<td>EDL 550</td>
<td>Leadership and Human Resources</td>
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<td>Total Credits</td>
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</table>
Superintendent Licensure

Principal Licensure

**Educational Specialist (EdS)**

This program is designed for educators with at least three years of teaching experience who currently hold a Master’s degree and a valid Minnesota teaching license and who wish to become licensed as a principal or superintendent in the state of Minnesota while earning an Educational Specialist (Ed.S.) degree.

Note: An alternative path is available for non-licensed teachers (see course ED 7013 below). The Educational Specialist (Ed.S.) degree is designed to provide Minnesota schools with the highest possible quality principals and superintendents. The goals of this program include the licensure of graduates with the academic and moral standards that epitomize the values of Concordia University.

**Principal Licensure**

**Superintendent Licensure**

**Exercise Science (MS)**

The Master of Science in Exercise Science is designed to advance the skills and knowledge of current and future exercise science professionals. By utilizing a combination of theoretical inquiry and practical application, students will gain greater insight regarding exercise testing and prescription as they relate to working with diverse populations. Major topics discussed include exercise physiology, exercise testing, applied exercise prescription, biomechanics, nutrition, and metabolism as well as psychology of sport and exercise. This program
prepares students to become leaders within the exercise science industry.

Family Science (MA)

The primary objective of the Master of Arts in Family Science is to articulate the definition and role of the family life practitioner – particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

**Code** | **Title** | **Credits**
--- | --- | ---
KHS 585 | Biomechanics in Exercise Science | 3
KHS 600 | Exercise Physiology | 3
KHS 590 | Psychology of Sport and Exercise | 3
or GST 597 | Graduate Study Abroad | 3
KHS 610 | Research Methods | 3
KHS 595 | Clinical Exercise Assessment | 3
KHS 605 | Nutrition and Metabolism | 3
KHS 513 | Strength and Conditioning | 3
KHS 580 | Mechanisms of Skilled Neuromuscular Behavior | 3
KHS 615 | Exercise Prescription | 3
KHS 570 | Ethics and Sociology in Sport and Exercise | 3
KHS 620 | Master’s Capstone | 3

**Total Credits** 33

Human Resource Management (MA)

This program offers students a practical study of human resource competencies required in today’s organizations. The overall context centers on the human resource role as a strategic partner within organizations. The program places emphasis on developing human resource leadership, innovation, financial, and strategic thinking skills within the context of human resources to help organizations maximize the return on investment from their human capital. The coursework is designed to be sequential.

**Code** | **Title** | **Credits**
--- | --- | ---
HRG 500 | Human Resources Leadership and Ethics | 4
HRG 510 | Strategic Human Resources and Measurement | 4
HRG 520 | Recruitment, Selection, and Retention | 4
HRG 530 | Compensation and Benefits | 4
HRG 540 | Organization Development for Human Resources Professionals | 4
or GST 597 | Graduate Study Abroad | 4
HRG 550 | Research Methods and Design | 4
HRG 560 | Finance for Human Resources Leaders | 4
HRG 570 | Legal Environment for Human Resource Leaders | 4
HRG 580 | Human Resources Action Research at Work | 4

**Total Credits** 36

Human Services with an Emphasis in Forensic Behavioral Health (MA)

This 36-credit graduate program is offered in partnership with the American Institute for Advancement of Forensic Studies (AIAFS) and is entirely online. It focuses on the direct relationship between behavioral health and the law. The program provides students with a comprehensive overview of the field of forensic behavioral health and related systems of care. The program is not a clinical/counseling program. A 15-credit certificate option is also available and consists of the first five courses of the degree program.

**Code** | **Title** | **Credits**
--- | --- | ---
HSV 550 | Human Services 1 | 3
HSV 510 | Family Violence, PTSD & Trauma 1 | 3
HSV 515 | Research Methods in Human Services 1 | 3
HSV 535 | Psychopathology in Human Services 1 | 3
HSV 525 | Ethical and Legal Considerations in Human Services 1 | 3
HSV 555 | Special Populations in Human Services | 3
HSV 560 | Substance Use and Co-Occurring Disorders | 3
HSV 565 | Sexual Offending | 3
HSV 566 | Risk Assessment in Human Services | 3
HSV 585 | Cultural Awareness and Understanding for the Human Service Professional | 3
or GST 597 | Graduate Study Abroad | 3

Concordia University’s online M.A. in Family Science program is approved by the National Council on Family Relations (NCFR). Graduates earn the international designation of Certified Family Life Educator. Students can choose between a certified or non-certified track, but must do so before the third course in the Family Science degree program. Upon successful completion of the program, CFLE Track students will be provisionally certified as Family Life Educators. Non-CFLE students are eligible to sit for the national exam to gain provisional certification. Provisional certification is available to applicants who have completed the program, but who have not yet earned enough work experience hours in Family Life Education to qualify for full-certification status (1600 hours).
Fatigue.

Helping professional, in order to prevent burnout and compassion throughout this program applicable to clients and families and the to foster self-care. Resiliency will be explored and emphasized knowledge and strategies to manage vicarious and secondary trauma impacted individuals and their families. Professionals will also gain clients and families impacted by trauma and to promote recovery for locally and internationally. When human service professionals learn interactions and to instill resiliency skills necessary to thrive in daily functioning, improved outcomes can result in all areas of life.

Professionals working within the fields of human service, criminal justice, forensic behavioral health, family science and allied disciplines will develop the insights, strategies, and skills to work more effectively with clients and families impacted by trauma and to promote recovery for impacted individuals and their families. Professionals will also gain knowledge and strategies to manage vicarious and secondary trauma and to foster self-care. Resiliency will be explored and emphasized throughout this program applicable to clients and families and the helping professional, in order to prevent burnout and compassion fatigue.

Human Services with an Emphasis in Trauma, Resilience and Self-Care Strategies (MA)

The Master of Arts in Human Services emphasizing Trauma, Resilience, and Self-Care Strategies focuses on the impact trauma has on an individual’s mood, behavior, cognition, physical health, and overall interpersonal and social functioning. Research purports that traumatic events encountered early in the life course significantly negatively impact the psychological health and psychosocial functioning in adulthood than trauma experienced later in the life course. A trauma-informed care approach in human service settings is gaining traction locally and internationally. When human service professionals learn effective responses to client trauma and how to help instill resiliency skills necessary to thrive in daily functioning, improved outcomes can result in all areas of life.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HSV 590</td>
<td>Forensic Behavioral Health Law for the Human Service Professional</td>
<td>3</td>
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<tr>
<td>HSV 595</td>
<td>Research and Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>36</td>
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1 Certificate course.

Information Technology Management (MS)

This program prepares students with the business leadership skills needed to successfully lead teams in the information technology workplace. Integrating business management and technical skill development, the coursework prepares graduates with in-demand skills and competencies. Through experience-based learning, students critically explore and apply leadership theory, business strategy, data analytics, information security, project management, IT innovation and ethics.

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ITM 500</td>
<td>Business Technology Strategy</td>
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<tr>
<td>ITM 505</td>
<td>Ethics in Information Technology</td>
<td>3</td>
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<tr>
<td>ITM 510</td>
<td>Research in Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITM 515</td>
<td>Strategic Communication</td>
<td>3</td>
</tr>
<tr>
<td>ITM 520</td>
<td>Financial Analysis for Technology Managers</td>
<td>3</td>
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<tr>
<td>ITM 525</td>
<td>Managing Technology Teams</td>
<td>3</td>
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<tr>
<td>ITM 530</td>
<td>Leadership Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITM 535</td>
<td>Business Intelligence and Data Analytics</td>
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<tr>
<td>ITM 540</td>
<td>Information Security</td>
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<td>ITM 545</td>
<td>IT Project Management</td>
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<td>ITM 550</td>
<td>Technology Management and Innovation</td>
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<tr>
<td>ITM 555</td>
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<tr>
<td>Total Credits</td>
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<td>36</td>
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Kinesiology (EdD)

Concordia University St. Paul’s Online Doctorate (EdD) in Kinesiology features an action-oriented program designed to prepare students for expertise in the study of human movement and physical activity. The program emphasizes relevant techniques for applying advanced exercise and sport science-related principles in a variety of academic and clinical contexts. The dissertation process follows the Carnegie Model for applied research allowing students to engage in industry-relevant projects.
Leadership and Management (MA)

Organizational success depends on the efforts of skilled managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management guides students to focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This graduate program emphasizes ways to balance business skills and inter-social relationship skills so leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization's mission, vision and purpose.

### Code | Title | Credits
---|---|---
KHS 7000 | Current Issues and Trends in Kinesiology | 3
KHS 7010 | Medical Aspects of Exercise and Disease Prevention | 3
KHS 7020 | Exercise and Health Behavior Change | 3
KHS 7030 | Professional Ethics and Program Management in Kinesiology | 3
KHS 7900 | Seminar in Kinesiology 1 | 1
KHS 7901 | Seminar in Kinesiology 2 | 1
KHS 7902 | Seminar in Kinesiology 3 | 1
KHS 7903 | Seminar in Kinesiology 4 | 1
KHS 7800 | Action Research in Kinesiology | 3
KHS 7810 | Applied Measurement and Evaluation Techniques in Kinesiology | 3
KHS 7820 | Research Methods in Kinesiology | 3
KHS 7830 | Advanced Research Seminar in Kinesiology | 3
KHS 7100 | Cardiovascular Responses to Exercise | 3
KHS 7110 | Neuromuscular Aspects of Exercise Physiology | 3
KHS 7120 | Advanced Exercise & Sports Nutrition | 3
KHS 7130 | Advanced Exercise and Sport Psychology | 3
KHS 7200 | Advanced Biomechanics in Exercise Science | 3
KHS 7210 | Advanced Exercise Physiology | 3
KHS 7220 | Advanced Mechanisms of Skilled Neuromuscular Behavior | 3
KHS 7230 | Advanced Exercise Prescription | 3
KHS 7240 | Advanced Strength & Conditioning | 3
KHS 7950 | Dissertation | 12

**Total Credits:** 61

### Nursing (MSN)

The Master of Science Nursing program with an emphasis in Leadership and Management is designed to prepare professional nurses for direct and indirect leadership roles in a wide variety of health care settings. By building upon the students’ previous experience and advancing knowledge in relevant areas like care coordination, quality improvement, population health and more, the rigorous curriculum gives students the confidence to lead teams in today’s complex and evolving health care system. The courses are required to be taken sequentially.

### Code | Title | Credits
---|---|---
NUR 600 | Foundations: The Art, Science, and Ethics of Graduate Nursing Practice | 3
NUR 610 | Integration of Epidemiology and Clinical Prevention to Improve Health with Practicum Application | 3
NUR 620 | Translating Evidence into Practice | 4
NUR 630 | Organizational and Systems Leadership with Practicum Application | 4
NUR 640 | Leading Healthcare Systems and Quality Improvement with Practicum Application | 4
NUR 650 | Information Systems and Technologies to Improve Health Outcomes with Practicum Application | 4
NUR 660 | Leading Care Coordination and Promoting Collaboration to Improve Health Outcomes | 3
NUR 670 | Finance, Economics and Resource Management in Healthcare | 3
NUR 680 | Nurse as a Leader: Advocacy and Policy with Practicum Application | 4
NUR 690 | Capstone Synthesis Practicum | 4

**Total Credits:** 36

1. Minimum C grade required in all courses.

### Orthotics and Prosthetics (MS)

The Master of Science (MS) in Orthotics and Prosthetics provides educational preparation for orthotists and prosthetists in the evaluation, fabrication, and custom fitting of artificial limbs and orthopedic braces. Students will be trained on the assessment, treatment plan development, fabrication, and custom fitting of artificial limbs and orthopedic braces. The program consists of 36 credit hours offered primarily online, with three one-week intensives held on Century College’s campus within their orthotics and prosthetics lab.

The MS in Orthotics and Prosthetics is offered through a collaborative partnership between Concordia University, St.Paul and Century College.
Due to changes in the accreditation requirement through the National Commission on Orthotic and Prosthetic Education (NCOPE), the MSOP has replaced the post-baccalaureate practitioner program previously offered through Century College. Concordia University, St. Paul and Century College representatives work closely to ensure a high-quality student experience that meets the educational needs of the orthotics and prosthetics industry.

### Code | Title | Credits
---|---|---
OP 500 | Ethics and Compliance in Orthotics and Prosthetics | 3
OP 545 | Orthotic and Prosthetic Practice Management | 3
OP 530 | Research Methods | 3
OP 502 | Biomechanics of Human Movement | 3
OP 505 | Clinical Considerations of Lower Extremity Orthotic Management | 3
OP 520 | Clinical Considerations of Trans-Tibial Prosthetic Management | 3
OP 510 | Clinical Considerations of Spinal Orthotic Management | 3
OP 580 | Clinical Experience | 3
OP 535 | Clinical Considerations of Trans-Femoral Prosthetic Management | 3
OP 515 | Clinical Considerations of Upper Extremity Orthotic Management | 3
OP 540 | Clinical Considerations of Upper Extremity Prosthetic Management | 3
OP 590 | Master’s Capstone | 3

**Total Credits 36**

Each state has different requirements for certification of Orthotists and Prosthetists. CSP’s MS in Orthotics and Prosthetics prepares students to take the ABC Certified Orthotist and/or Prosthetist board exam(s) upon completion of required NCOPE residency requirements, which is required for licensing in all states that have state licensure. The CSP O&P program graduates can take the board exam in any state. Additionally, certain state boards may have other requirements. Please see the contact information for O&P licensing boards here (https://www.abcop.org/state-licensure/).

### Physical Therapy (DPT)

The Doctorate in Physical Therapy program's mission is to prepare students for autonomous practice across the lifespan. Students in the program and graduates from the program will apply and contribute to evidence-based practice while epitomizing the art of physical therapy. Graduates will embody lifelong learning and will be leaders in education, scholarship, and Christian service within their communities. The program’s motto is: Follow in the footsteps of the greatest Healer the world has ever known.

### Course | Title | Credits
---|---|---
DPT 7100 | Service Learning I | 1
DPT 7101 | Anatomy | 6
DPT 7102 | Systems Physiology and Pathophysiology I | 3
DPT 7103 | Applied Neuroscience | 3
DPT 7104 | Functional Anatomy/Biomechanics | 3
DPT 7105 | Systems Physiology and Pathophysiology II | 3
DPT 7106 | Medical Screening | 2
DPT 7111 | Clinical Seminar I | 2
DPT 7112 | Clinical Seminar II | 2
DPT 7121 | Clinical Skills I/Foundations | 4
DPT 7122 | Clinical Skills II/Exercise | 4
DPT 7123 | Clinical Skills III/Modalities | 4
DPT 7131 | Clinical Skills Assessment I | 1
DPT 7141 | Health Promotion I (course is taken for 1 credit in 2 consecutive semesters) | 2
DPT 7151 | Lifespan I | 2
DPT 7161 | Research Methods/EBP | 3

**Year 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
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<td>DPT 7200</td>
<td>Service Learning II</td>
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<tr>
<td>DPT 7207</td>
<td>Integumentary/Medical</td>
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<tr>
<td>DPT 7208</td>
<td>Biopsychosocial Aspects</td>
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<tr>
<td>DPT 7209</td>
<td>Cardiopulmonary/Acute Care/Trauma</td>
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<td>DPT 7210</td>
<td>Women’s Health</td>
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<td>DPT 7213</td>
<td>Clinical Seminar III</td>
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<td>DPT 7232</td>
<td>Clinical Skills Assessment II</td>
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<td>DPT 7242</td>
<td>Health Promotion II (course is taken for 1 credit in 2 consecutive semesters)</td>
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<td>DPT 7263</td>
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<td>DPT 7264</td>
<td>Capstone III</td>
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<td>DPT 7271</td>
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<td>DPT 7272</td>
<td>Musculoskeletal II</td>
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<td>DPT 7281</td>
<td>Neuromuscular I</td>
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<td>DPT 7282</td>
<td>Neuromuscular II</td>
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<tr>
<td>DPT 7291</td>
<td>Administration Roles</td>
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<td>DPT 7501</td>
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<tr>
<td>DPT 7502</td>
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**Year 3**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>DPT 7301</td>
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<td>DPT 7365</td>
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<td>DPT 7366</td>
<td>Capstone V</td>
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<td>DPT 7373</td>
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<td>DPT 7374</td>
<td>Specialty Seminar</td>
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<td>DPT 7383</td>
<td>Neuromuscular III</td>
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<td>DPT 7503</td>
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<td>DPT 7392</td>
<td>Ethics and Professional Issues</td>
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<tr>
<td>DPT 7504</td>
<td>Clinical Education Experience IV</td>
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</table>

**Year 3 Total Credits 45**

Each state has different requirements for professional licensure and certifications. The primary requirements for physical therapy licensure...
are successfully completing a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited program and passing the National Physical Therapy Exam (NPTE). CSP’s Doctorate in Physical Therapy is a CAPTE-accredited program, which currently meets the educational requirements for licensure in all states. Check with your state licensing authority to confirm their licensure requirements. Please see the contact information for Physical Therapy licensing boards here (https://www.fsbspt.org/Free-Resources/Licensing-Authorities-Contact-Information/).

**Special Education with an Emphasis in Autism Spectrum Disorders (MA)**

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with autism spectrum disorders. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/collaboration and communication; emotional health, social competence, cultural competence, classroom management, and academic competence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 562</td>
<td>Literacy Strategies for Grades K-6: SPED (^1) (3)</td>
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**Program Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 580</td>
<td>Ethical Issues for Professional Educators of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 581</td>
<td>Instructional Strategies: Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Collaborative Teaching in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 582</td>
<td>Teaching Students with Linguistic Differences or Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 573</td>
<td>Fundamentals: Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 574</td>
<td>Communication and Social Skills Training</td>
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</tr>
<tr>
<td>SPED 596</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 575</td>
<td>Interventions: Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 586</td>
<td>Learners with Disabilities: Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 593</td>
<td>Applied Experience in Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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</table>

**Total Credits** 36

\(^1\) SPED 562 Literacy Strategies for Grades K-6: SPED (3 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment.

**Special Education with an Emphasis in Emotional Behavioral Disorders (MA)**

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with emotional behavioral disorders. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 562</td>
<td>Literacy Strategies for Grades K-6: SPED (^1) (3)</td>
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<tbody>
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<td>SPED 580</td>
<td>Ethical Issues for Professional Educators of Exceptional Learners</td>
<td>3</td>
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<tr>
<td>SPED 581</td>
<td>Instructional Strategies: Mild/Moderate Disabilities</td>
<td>3</td>
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<tr>
<td>SPED 583</td>
<td>Collaborative Teaching in Inclusive Settings</td>
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<tr>
<td>SPED 598</td>
<td>Fundamentals: Emotional and Behavioral Disorders</td>
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<tr>
<td>SPED 599</td>
<td>Adolescents with Emotional and Behavioral Disorders</td>
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<td>SPED 584</td>
<td>Interventions for Students with Emotional and Behavioral Disorders</td>
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<tr>
<td>SPED 596</td>
<td>Behavior Management</td>
<td>3</td>
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<td>SPED 586</td>
<td>Learners with Disabilities: Educational Assessment</td>
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<td>SPED 595</td>
<td>Applied Experience in Emotional Behavioral Disorders</td>
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<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
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</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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</tbody>
</table>

**Total Credits** 33

\(^1\) SPED 562 Literacy Strategies for Grades K-6: SPED (3 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment.

**Special Education with an Emphasis in Specific Learning Disabilities (MA)**

This program is for individuals who hold a valid Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students diagnosed with specific learning disabilities. It is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation;
collaboration and communication; standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management, and academic competence.

<table>
<thead>
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### Program Courses

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<thead>
<tr>
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<tr>
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<tr>
<td>SPED 581</td>
<td>Instructional Strategies: Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 583</td>
<td>Collaborative Teaching in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 582</td>
<td>Teaching Students with Linguistic Differences or Difficulties</td>
<td>3</td>
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<tr>
<td>SPED 590</td>
<td>Teaching Students with Math or Language Difficulties</td>
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<tr>
<td>SPED 589</td>
<td>Collaborative Consultation in Special Education</td>
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<tr>
<td>SPED 586</td>
<td>Learners with Disabilities: Educational Assessment</td>
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<td>SPED 591</td>
<td>Applied Experience in Learning Disabilities</td>
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<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
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<td>ED 590</td>
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</table>

Total Credits: 30

1. SPED 562 Literacy Strategies for Grades K-6: SPED (3 credits) is required unless candidates are able to verify equivalent coursework addressing comprehensive scientifically-based reading instruction including reading foundations and assessment.

### Strategic Communication Management (MA)

The Master of Arts in Strategic Communication Management prepares students to strategically analyze and solve communication challenges. The program is ideal for students who have professional experience or career interests in corporate communication, public relations, strategic planning or other general management functions. Graduates will leave the program with knowledge of emerging technologies, industry innovation, leadership and intercultural communication.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 500</td>
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</tr>
<tr>
<td>COM 515</td>
<td>Corporate Social Responsibility and Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>COM 540</td>
<td>Communication Inquiry &amp; Measurement</td>
<td>3</td>
</tr>
<tr>
<td>COM 545</td>
<td>Project Management and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>COM 525</td>
<td>Digital Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 570</td>
<td>Leadership Communication</td>
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<tr>
<td>COM 590</td>
<td>Crisis Communication</td>
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<tr>
<td>COM 520</td>
<td>Media Strategies</td>
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<tr>
<td>COM 560</td>
<td>Intercultural Communication</td>
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<tr>
<td>or GST 597</td>
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<tr>
<td>COM 575</td>
<td>Content Strategy</td>
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<tr>
<td>COM 585</td>
<td>Strategic Customer Experience</td>
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<tr>
<td>COM 595</td>
<td>Reflection and Capstone</td>
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</tbody>
</table>

Total Credits: 36

1. A student may substitute GST 597 for one major course.

### Sport Management (MA)

The Master of Arts in Sport Management prepares graduates to understand the growing sport management industry. Students will learn, through a hands-on, practical application of coursework, effective decision making, leadership, finance, and human and facility resource management. Students will also examine concepts of management, strategic planning, marketing, and law as it pertains to sport management.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>KHS 515</td>
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<tr>
<td>KHS 510</td>
<td>Human Resource Management</td>
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<tr>
<td>KHS 535</td>
<td>Sport Marketing</td>
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<tr>
<td>KHS 530</td>
<td>Research Methods</td>
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<tr>
<td>KHS 533</td>
<td>Sport Media and Technology</td>
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<td>KHS 525</td>
<td>Facility and Event Management in Sport</td>
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<td>KHS 540</td>
<td>Legal Aspects of Sport</td>
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<td>KHS 520</td>
<td>Sport Finance</td>
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<tr>
<td>KHS 550</td>
<td>Sport Sales and Fundraising 1</td>
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<tr>
<td>KHS 545</td>
<td>Ethics and Sociology in Sport Management</td>
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<td>KHS 565</td>
<td>Capstone</td>
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Total Credits: 33

### Teaching (MAT)

The Concordia University, St. Paul, Master of Arts in Teaching (MAT) program leads to a master’s degree and licensure as a Kindergarten through Sixth Grade teacher. The program is designed for candidates to develop the necessary knowledge, skills, and dispositions to be effective educators in today’s elementary classrooms. Candidates may earn an initial license or add the K-6 license to an existing license.

The MAT program is 42 credits. Students may choose to complete only the licensure portion and not the master’s degree – this option is 36 credits. Licensure only students do not complete ED 521 or ED 590.

<table>
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<tr>
<th>Code</th>
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<tr>
<td>ED 535</td>
<td>Introduction to Teaching Children</td>
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<tr>
<td>ED 514</td>
<td>Psychology of Learning and Teaching in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED 549</td>
<td>Effective Teaching</td>
<td>3</td>
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<tr>
<td>ED 552</td>
<td>Content and Methods for Teaching K-6 Health and Movement</td>
<td>3</td>
</tr>
<tr>
<td>ED 551</td>
<td>Content and Methods for Teaching K-6 Science</td>
<td>3</td>
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<tr>
<td>ED 553</td>
<td>Content and Methods for Teaching K-6 Social Studies</td>
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Total Credits: 36

1. Students may substitute GST 597 for one major course.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED 548</td>
<td>Content and Methods of K-6 Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>ED 550</td>
<td>Content and Methods for Teaching K-6 Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 558</td>
<td>Content and Methods of K-6 Literacy II</td>
<td>3</td>
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<tr>
<td>ED 537</td>
<td>Inclusion in Diverse Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED 560</td>
<td>Clinical Experience and Professional Foundations K-6</td>
<td>6</td>
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<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>42</strong></td>
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</table>
COURSE DESCRIPTIONS

Accounting (ACC)

ACC 201 Principles of Financial Accounting 4 credits
Students are introduced to the principles of financial accounting. Topics explored include the accounting cycle, transaction analysis, journal entries, adjustments, financial statement preparation and analysis, and closing entries. Students learn the basics of common financial statement accounts, including current assets, fixed assets, current liabilities, long-term debt, equity, revenue, and expense are covered. (Students must earn a minimum grade of C in order to progress to ACC 202 and ACC 311.)

ACC 202 Principles of Managerial Accounting 4 credits
Students dive into the role managerial accounting plays in planning, directing, and controlling operations. Topics include cost classifications and cost behavior, cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets, cash flow, and time value of money for capital budgeting decisions. Students must earn a minimum grade of C in order to progress to ACC 413 Cost Accounting. (Prerequisite: CSC 210 and minimum grade of C in ACC 201)

ACC 311 Intermediate Accounting I 4 credits
Intermediate Accounting I builds on the foundation of ACC201 Principles course to scaffold the student up into higher levels of understanding of financial accounting and reporting. Intermediate I begins the student’s journey to deeper learning required for the Financial Accounting and Reporting (FAR) section of the CPA exam. Students analyze complex financial accounting and reporting issues, apply financial accounting measurements to revenue and expense, inventory valuation, fixed and intangible assets, as well as a more in-depth study of the income statement, balance sheet, and statement of cash flows. (Prerequisite: CSC 210 and minimum grade of C in ACC 210)

ACC 312 Intermediate Accounting II 4 credits
Continuing the learning from Intermediate I, students engage in deeper learning of the asset, liability, and equity section of the balance sheet. Additional learning focuses on revenue recognition, pension expense and liability, leases, error correction, and the direct and indirect methods of preparing the statement of cash flows. (Prerequisite: CSC 210 and minimum grade of C in ACC 311)

ACC 384 Applied Accounting and Finance 4 credits
Explore the fundamental concepts of accounting and finance within an organizational context, including terminology, financial statements, ratio analysis, budgeting, time value of money, along with ethical and global considerations. Apply standard financial and accounting tools to make business assessments and financial decisions important for managers in any organization.

ACC 411 Advanced Accounting 4 credits
Students work extensively with business ownership scenarios, including cases which require use of the equity and acquisition method of accounting. Students practice using consolidation worksheets, along with consolidation entries to create consolidated financial statements for two or more entities given various ownership patterns. Accounting for the creation, operation, and dissolution of partnerships, as well as estate and trust accounting is covered. (Prerequisite: CSC 210 and minimum grade of C in ACC 311)

ACC 412 Auditing 4 credits
Students learn the ethical and legal responsibilities of the auditor and explore the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: CSC 210 and minimum grade of C in ACC 311)

ACC 413 Cost Accounting 4 credits
Cost Accounting builds on the foundation of ACC 202 and introduces students to intermediate and advanced scenarios and case studies for managerial decision-making, creating "what if" scenarios, and using Excel modeling to quantify various outcomes. Cost Accounting provides an extended study of budgeting and the budgeting process. Students prepare, measure, and analyze capital budgeting projects using Excel. (Prerequisite: CSC 210 and minimum grade of C in ACC 202)

ACC 414 Federal Income Tax 4 credits
Students study the application of federal income tax law primarily to individuals and secondarily to corporate and partnership tax law. Tax law as public policy shapes the format of the class discussions. To provide students a broad view of taxes they briefly research the incomes tax laws of three states and one additional country. (Prerequisites: CSC 210 and minimum grade of C in ACC 311)

ACC 440 Fundamentals of Forensic and Investigative Accounting 4 credits
Investigate the nature of accounting fraud and embezzlement. Research actual cases of fraud and embezzlement, focusing on internal control failures, common traits of individuals who commit fraud, as well as red flags that indicate increased risk of fraud. Integrate business valuation techniques, internal controls, fraud investigation techniques, and transforming data into evidence. (Prerequisites: Minimum grade of C in ACC 311)

ACC 480 Management Accounting 4 credits
Management Accounting explores advanced topics in Financial Reporting, Planning, Performance, and Control, with an emphasis in Financial Decision Making. (Prerequisites: ACC 312, ACC 411, ACC 412)

ACC 490 Accounting Strategy Capstone 4 credits
The Accounting Strategy Capstone Course brings together topics discussed throughout the curriculum with an integrated application to real world problems in order to formulate strategies and implementation planning for businesses. (Prerequisites: BUS 345, ACC 414, ACC 480)

ACC 498 Accounting Internship 1-16 credits

Art (ART)

ART 101 Approaching Art 2 credits
This course lays the foundation for approaching visual art by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to appreciating art. These four units will include the importance perceptual skills, the nature of the creative process, the place of art in its cultural context, and the role and processes of abstraction. The course will involve looking at art, reading, writing and speaking about art using acquired vocabulary and knowledge.

ART 102 2D Design 2,3 credits
This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.
ART 103  3D Design 3 credits
This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition, basic three-dimensional media are introduced and explored during the different units of the course of study.

ART 104  Introduction to Art History 3 credits
A captivating exploration of the history of art in the West and throughout the world, this course encourages students to develop an appreciation for a diverse range of works of art. Students will explore the creation of art, see it as critical thinking, and problem solving that has relevance to their lives. Students will also see art as a rich array of materials and aesthetic elements combined with the inner workings of the human spirit, passion, emotion, and creativity.

ART 105  Color Theory 3 credits
Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.

ART 111  Drawing I 3 credits
This introductory studio course is designed to familiarize beginning students with fundamental techniques and concepts of drawing. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of drawing will be presented learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 101 or consent of instructor)

ART 142  Introduction to Digital Photography 2-3 credits
This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software.

ART 202  Digital Imagery 3 credits
This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of design using computer technology as the primary medium. Students will build on drawing and composition skills to create designs with a variety of design software programs. Although technological and ethical issues in the field will be addressed, learning will be assessed primarily through portfolio production and review.

ART 211  Illustration 3 credits
This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

ART 221  Painting I 3 credits
This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.

ART 241  Photography I 3 credits
This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.

ART 245  Introduction to Art History 3 credits
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and subtractive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 101, ART 103 or consent of instructor)

ART 251  Sculpture I 3 credits
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.

ART 271  Survey of Western Art I 3 credits
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the present will be addressed. Non-art majors can enjoy this course.

ART 272  Survey of Western Art II 3 credits
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th C. work through the present will be addressed. Non-art majors can enjoy this course.

ART 282  Graphic Design I 3 credits
This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas.

ART 284  Graphic Imagery 4 credits
This hands-on introduction to graphic design encompasses the fundamentals of design theory, process and practice. Emphasis is placed on the development of creative problem solving skills and processes primarily through the creation of structured iconography and letterforms. Students also explore visual communications-related professions and practices.

ART 300  Community Arts 4 credits
This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genre will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

ART 302  Digital Art II 3 credits
This course is designed to expand students facility in using the computer to solve more complex problems. Students will build on drawing, composition and computer skills to create designs with a variety of design software programs. Students will be encouraged to develop a personal voice with the computer. Learning will be assessed primarily through portfolio production and review.
ART 311 Figure Drawing 3 credits
This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist’s vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 111)

ART 321 Painting II 3 credits
This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review and also class participation. (Prerequisite: ART 221)

ART 331 Relief Printmaking 3 credits
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 332 Screen Printmaking 3 credits
This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 333 Intaglio Printmaking 3 credits
This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

ART 341 Photography II 3 credits
This course expands students’ knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART 241)

ART 342 Digital Photography 2 credits
This course will investigate the unique approaches to digital photography as an art form. This field will be compared and contrasted with black and white photography and also explored as its own unique area of artistic investigation. Emphasis will be given to seeing and thinking like an artist.

ART 351 Sculpture II 3 credits
This is an intermediate level course designed to stimulate and further develop interest in sculptural methods and techniques for personal expression. Media exploration and contemporary aesthetic issues such as environmental sculpture or installation are introduced, as students are encouraged to create and solve problems in sculpture in specific areas of the discipline. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 251)

ART 361 Ceramics II 3 credits
This intermediate course is designed to advance students knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART 261)

ART 370 Mexican Art and Culture 2,4 credits
This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political, and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

ART 374 Art of Mexico 4 credits
This course is intended to provide a survey of the history of Mexican art. It is arranged in three parts starting with pre-conquest indigenous cultures, which will be the majority of the course emphasis. It will also include the Colonial Period and Revolutionary Art. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art.

ART 375 Art of Asia 4 credits
This course is intended to provide a survey of the history of Asian art. It is arranged in three parts starting with India and Southeast Asia, then moving to China and finishing with Korea and Japan. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion, trade and political histories are investigated in their relationship to the art.

ART 376 World Art 4 credits
This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art.

ART 382 Graphic Design II 3 credits
This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas. (Prerequisite: ART 282)

ART 383 Web Design I 3 credits
The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

ART 384 Typography 1 4 credits
An introductory graphic design study of written communication through the craft and art of letterforms and application of typographic principles. It serves as an introduction to typography as an element in the design process. The course is taught as a skill and an art form. It explores the dynamics of type in context. From the traditions of book design to the frontier of digital and interactive typography, students explore type as a design and communication tool, investigating these contexts through the lens of historical innovation.
ART 387  Art in Secondary Education 2 credits
This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in education program or consent of instructor)

ART 411 Advanced Drawing 4 credits
This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 111)

ART 421 Advanced Painting 4 credits
This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 111)

ART 431 Mixed Media Printmaking 3 credits
This course is designed to familiarize intermediate students with alternative and advanced graphics techniques, in particular photographic and digital applications for printmaking, as well as digital prints and non-silver photography. Contemporary issues and themes in graphics will be discussed. Learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 102, ART 111, and one of the following: ART 141, ART 202, ART 231, ART 232, ART 233, or permission)

ART 435 Advanced Printmaking 4 credits
This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. This course may be repeated for credit.

ART 441 Advanced Photography 4 credits
This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 241)

ART 447 Teaching Elementary Art 1 credit
This course seeks to develop in the prospective elementary school teacher the fundamental understandings, attitudes and skills needed for the effective teaching of art in the elementary school. (Prerequisite: ED 344 Effective Teacher)

ART 451 Advanced Sculpture 4 credits
This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.

ART 461 Advanced Ceramics 4 credits
This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 361)

ART 472 19th and 20th Century Art and Design 4 credits
This course examines the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. as well as the Modernist traditions of the first half of the 20th C. and the initial Post-Modern trends that follow. The course links these artistic developments with world-wide cultural influences. In addition, special attention is given to the history of design.

ART 473 History of Photography 3 credits
This course introduces students to 19th, 20th and 21st century photographic technologies, practitioners and images. Emphasis is on Western photographic practices and the impact that the invention of photography has had on our understanding of the world around us from science, history, culture, aesthetics, politics, current events, and every-day life.

ART 481 Topics in Art: _________ 1-4 credits
This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline.

ART 482 Graphic Design III 4 credits
This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio. (Prerequisite: ART 484)

ART 483 Web Design II 3 credits
This course explores the more advanced visual, communication and marketing aspects of professional websites. It is a project based course where students will create websites and web content using Adobe Creative Suite software and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

ART 484 Typography 2 4 credits
The culmination of all previously taught typographic competencies, this course focuses on developing type skills applicable to the work a designer is assigned at recognized design and advertising firms. Advanced project work addresses functional as well as expressive typography. The class requires students to develop concepts, present and explain their ideas, and bring their solutions to life. (Prerequisite: Art 384)

ART 485 Graphic Design Senior Projects 1 4 credits
The advanced culmination of all previously taught graphic design skills and proficiencies. Project work centers on complex applications incorporating a wide spectrum of creative solutions to both practical and experimental design problems. Portfolio development and artistic professionalism is stressed. (Prerequisite: Art 482)
ART 486  Graphic Design Senior Projects 2-4 credits
This rigorous studio course is designed to facilitate challenging, individual directions in design and critical thinking. Students map out a plan of study for the semester and work on a series of related ideas that culminate in a cohesive body of work. Students are expected to refine their understanding of contemporary issues and historical approaches related to their specific concept or process, and bring an advanced competency to the technical and formal concerns that inform their work. Through frequently scheduled critiques, and a developed designer statement, an emphasis will be placed on developing a process of self-evaluation to clarify visual choices and express and defend individual artistic points of view. Over the course of the semester students will investigate exhibition design and prepare for the exhibition and presentation of their work. (Prerequisite: ART 485)

ART 487  Art Education Capstone 2 credits
This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artists’ philosophies on the nature of art. (Prerequisite: ED 447 or consent of instructor)

ART 488  Independent Study 1-4 credits
ART 489  Mentored Study 1-4 credits
This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor.

ART 491  Theories in Contemporary Art 3 credits
This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined. (Prerequisites: ART 272 and ART 472)

ART 498  Arts Internship 1-16 credits
This opportunity is specifically required for Community Arts majors or minors as well as Design Majors. It establishes advanced field study in the discipline in a setting outside the campus context. The internship will be arranged by the student in consultation with the advisor and assessment will be through contractual arrangement with the guiding mentor. (Community Arts majors are encouraged to do this through HECUA.) (Prerequisite: ART 301)

ART 499  Art Senior Seminar 1,2 credits
This course serves as the capstone experience in the Art Department. The course will vary somewhat based on the student’s degree sought. It will normally be the production of a solo exhibition, or a professional design portfolio, or a Community Arts experience. The work produced and presented must be the student’s current work. Individual directions will be developed with the professor and student’s advisor. (Prerequisites: ART 311 and ART 441)

Biology (BIO)

BIO 100  Biology Today 3 credits
This course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. Major themes of the course include the role of genes and inheritance in human growth and development; health and behavior; human origin and relationship to the Earth’s biodiversity; and human impact on, role within, and responsibility for the integrity of the biosphere. Lectures, readings, discussions, films, and laboratory activities comprise the course. (Prerequisites: none. Students planning further study in biology or other natural sciences should complete BIO 120 and BIO 130.)

BIO 102  Biology in a Box 4 credits
This augmented course challenges students to confront, evaluate, and integrate the major discoveries and principles of the biological sciences within their worldview as members of contemporary society. The course incorporates hands-on experiments and activities to aid in learning core concepts in biology. All required materials can be purchased as a single lab kit that comes straight to your home - in a box! Learn about biology from the tiniest cellular viewpoint all the way up to the larger scale, whole world ecological viewpoint.

BIO 117  Human Anatomy & Physiology for Sonography 4 credits
This course is an overview of the structure and function of the human body. The course introduces concepts of cells and tissues in the context of bone, muscle, and the nervous system. Other major topics include the endocrine, cardiovascular, respiratory, digestive, reproductive and urinary systems, with an emphasis on the spatial relationships between structures and their relevance to sonography. Three lectures and one two hour lab period per week.

BIO 120  General Biology I 4 credits
This course emphasizes inquiry and investigation while introducing students to the unifying theories of modern biological science. Topics considered include foundational mechanisms of matter, energy, cells, genetics, and reproduction. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

BIO 130  General Biology II 4 credits
This course evaluates the current hypotheses explaining the origin, development, and maintenance of the Earth’s biodiversity. The major lineages of life are surveyed and compared at the organismal level by considering evolutionary relationships between structure and function. The course is comprised of lectures, readings, discussions, written assignments, online assignments, and a laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics)

BIO 210  Genetics 4 credits
This course focuses on the principles of heredity and the molecular concepts regarding the genome. Major topics include Mendelian genetics, sex linkage, extranuclear inheritance, chromosomal aberrations, structure and function of DNA, regulation of gene expression, mutation, and modern DNA technologies. Problem solving and quantitative reasoning are emphasized. (Prerequisite: Minimum grade of C- in BIO 120)
BIO 230  Animal Biology and Physiology 4 credits
This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisites: Minimum grade of C- in BIO 120)

BIO 300  Microbiology 4 credits
Did you know that our world is covered in microorganisms? This course explores the diversity of the microbial world, providing overviews on bacteria, Archea, viruses, fungi, and protozoa. A major emphasis is placed on how microorganisms cause disease, how the human body attempts to prevent disease, and how we can treat infectious disease. Other topics include microbial growth, metabolism, genetics, and environmental and food microbiology. The lab consists of a series of classic microbiology experiments that teach students how to visualize, culture, quantify, and identify microorganisms. A short self-directed research project allows students to design and implement their own experiment. (Prerequisite: Minimum grade of C- in BIO 120)

BIO 315  Human Anatomy and Physiology I 4 credits
This course is part one of a study of the structure and function of the human body. Major topics include the introduction to the human body, cells, tissues and skeletal, muscle, and nervous systems. Three lectures and one three hour lab period per week. (Prerequisite: Minimum grade of C- in BIO 120)

BIO 316  Human Anatomy and Physiology II 4 credits
This course is part two of a study of the structure and function of the human body. Major topics include the endocrine, cardiovascular, respiratory, digestive, reproductive and urinary systems. Three lectures and one three hour lab period per week. (Prerequisite: BIO 315)

BIO 330  Cell Biology 4 credits
This course is a study of the structure and function of eukaryotic cells from a molecular viewpoint. Major topics include molecular cell structure, metabolism, membrane transport, cell signaling, cell division and cancer, stem cells and tissue differentiation. Students read and discuss the ethical implications of biomedical research in the context of The Immortal Life of Henrietta Lacks. The lab focuses on cell culture technique and requires students to design and implement a self-directed mini research project. (Prerequisite: Minimum grade of C- in BIO 120)

BIO 335  Molecular Biology 4 credits
This course focuses on the principles of modern molecular biology. Major topics to be covered include organization and maintenance of eukaryotic and prokaryotic genes and genomes, the process and regulation of transcription and translation, splicing and processing of RNA, epigenetics, and cellular pathways that maintain homeostasis. Lab included. (Prerequisite: Minimum grade of C- in BIO 120 and BIO 210)

BIO 340  Science Issues and Ethics 4 credits
This course includes a short introduction to the study of philosophy and ethics, followed by critical analyses of current issues in health and environmental sciences. Ethical discussions are framed in a solid understanding of the science behind each topic. The course will include a variety of formats, including reading and reviewing papers and/or texts, analyzing case studies, and participating in class discussions. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115).

BIO 350  Medical Terminology 2 credits
This course will help students learn the components of medical terms. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms in order to understand, the word’s meaning. Students will be able to apply the meaning of the word to an anatomical structure, physiological function or pathology. This course is entirely online.

BIO 415  Biology of Aging 3 credits
This 3 credit course will focus on theories of human aging from a biological perspective. The structural and functional changes that occur during the aging process will be investigated at several levels: molecular, cellular, tissue, and organ system. The symptoms and clinical management of age-related diseases will also be explored. This course is targeted for students interested in the health sciences and is required for the gerontology minor/certification. (Prerequisite: Minimum grade of C- in BIO 120 (preferred) OR BIO 100)

BIO 430  Immunology 4 credits
This course provides a comprehensive study of the immune system. Major topics include passive immunity, cell-mediated immunity, humoral immunity, autoimmune diseases, vaccination strategies and other medically relevant topics. (Prerequisite: BIO 120)

BIO 440  Human Gross Anatomy 4 credits
This course is a comprehensive study of human anatomy which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

BIO 450  Special Topics in Biology 1 credit
The topic for this course will vary each semester, chosen from a wide range of current research in biology. Students will read background material, participate in discussions and complete writing assignments as directed by the instructor. This course will meet for one lecture/discussion hour per week. (Prerequisite: Minimum grade of C- in BIO 120)

BIO 456  Research in Biology 1-4 credits
This course offers students an opportunity to do original research in an area of expertise of one of the biology faculty members. When applicable, the research will be followed with presentation of a poster or a paper at a research symposium. (Prerequisite: Minimum grade of C- in BIO 120)

BIO 488  Independent Study 1-4 credits
Independent Study courses can be designed by the student and instructor to meet special needs. Presently offered as independent study are Scientific Presentation and Bottle Biology, both one credit experiences.

BIO 497  Biology Teaching Assistant 1-4 credits
Students enrolled in this course will work with a faculty member to gain teaching experience in biology courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; and grading.

BIO 498  Biology Internship 1-16 credits
This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.
Business (BUS)

BUS 310 Organizational Behavior 4 credits
Organizations are complex entities and understanding them is important for students in business programs. This course investigates the impact of individuals, groups, the structures, and the environments of organizations.

BUS 340 Business Analytics I 4 credits
In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. Mathematical and statistical concepts include descriptive statistics, mathematical modeling, ratios and percentages, probability and counting rules, probability and decision analysis, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance.

BUS 345 Business Analytics 4 credits
In this course students will apply tools and concepts from mathematics and statistics to learn a portfolio of tools used in business. These tools include probability analysis and hypothesis testing. Students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.

BUS 350 Innovative Marketing and Social Media 4 credits
This course provides an introduction to the study of marketing, e-commerce, and social media in business and other organizations.

BUS 360 Accounting and Budgeting 4 credits
This course explains the financial implications of business management and includes both the principles of accounting and the principles of finance.

BUS 380 Organizational Behavior 4 credits
Learn how to manage for success by examining the effects of human behavior on teams and organizations. Examine foundational theories and applications for motivation, leadership, team building, and change management that shape organizational culture.

BUS 388 Business Analytics, Tools & Techniques 4 credits
Learn to analyze data and make predictions using tools like probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis. Structured and unstructured data will be examined through data mining, web mining, text mining and sentiment analysis.

BUS 410 Operations, Technology and Quality Management 4 credits
This course will discuss the theoretical foundations for production management. The course will focus on the management of resources such as the production process, the management of equipment and machinery, facilities and maintenance, materials management, inventory control, quality control, scheduling, and purchasing. The course will also introduce students to theories and tools for quality management and the management of technology and information systems.

BUS 415 Social Intelligence and Leadership 4 credits
Learn how excellent leaders use social intelligence to increase their effectiveness. Explore social intelligence theory and abilities and the interconnected role they play in diverse personal, cultural, political, and business contexts. Gain an understanding of how social intelligence competencies offer practical ways to enhance leadership capacity. (Prerequisite: Minimum grade of C- in BUS 380)

BUS 420 Business Finance 4 credits
Explore financial management topics that include capital markets; the cash budget, pro forma statements, analysis of financial statements, forecasting, and ROI for the growth of the business. (Prerequisites: Minimum grade of C- in ACC 384 or ACC 201)

BUS 425 Business Intelligence 4 credits
Learn to analyze an organization's raw data to help make organizational decisions. Gain skills with mathematical and statistical tools and concepts to extract actionable and novel knowledge from business data to achieve strategic goals. Explore uses of probability analysis and hypothesis testing, data mining, text mining, business intelligence architecture, data reporting systems, and data visualization tools. (Prerequisite: Minimum grade of C- in BUS 380 and BUS 388)

BUS 430 Business Law and Ethics 4 credits
This course examines the legal aspects of business, the ethics of business, and the connection between the two.

BUS 440 Business Analytics II 4 credits
In this course students will be introduced to the growing field of Business Intelligence and Data Analytics. Topics include data mining, text mining, business intelligence architecture, data reporting systems and data visualization tools.

BUS 445 International Management 4 credits
This course focuses on the practice of managing business operations in more than one country. Topics include the language, culture, economic and political environment, and business practices of countries in which multinational firms actively trade and invest.

BUS 450 Business Analytics II 4 credits
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.

BUS 450 Business Strategy 4 credits
Examine business strategy theories and practical principles to advance innovation and organizational growth. Learn to ethically apply core business and entrepreneurial skills through research, business plan analysis, and field work to solve real world challenges. (Prerequisites: Minimum grade of C- in MKM 386, BUS 415, and BUS 425 or BUS 420, and ACC 384 or ACC 201)

BUS 452 Business Capstone 4 credits
This course is the culminating experience in business and business-related undergraduate programs and is designed to guide students through a process of synthesis.

BUS 495 Business Capstone 4 credits
Synthesize and apply program concepts to create and present a multifaceted research project which serves as the professional capstone project for the program. Students must hold senior standing and have successfully completed all other program course requirements before registering for this course. (Prerequisite: Minimum grade of C- in BUS 490)

BUS 497 Study Abroad 1-4 credits
International travel course that supports students’ program learning with first-hand experience. Students explore business topics of interest, such as marketing, management, leadership or operations from an international perspective.

BUS 498 Business Internship 1-12 credits

BUS 499 Internship 1-16 credits
BUS 597  Study Abroad 0-4 credits
This international travel course supports students’ program learning with first-hand experience.

Business Administration (MBA)

MBA 500  Organizational Leadership and Development 3 credits
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future.

MBA 505  Global Economics 3 credits
The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union. Topics will include tariffs and comparative advantage.

MBA 510  Managerial Research Methods and Design 3 credits
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

MBA 515  Applied Business Ethics 3 credits
This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

MBA 520  Integrated Marketing Communication 3 credits
This course will develop marketing strategy and execution of diverse communication tactics critical to all enterprises. Students will examine competitive value propositions for business growth across various markets. Course work will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate how to use and apply multiple marketing tactics.

MBA 525  Strategic Human Resource Management 3 credits
This course looks at human resources management from an operating manager’s perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.

MBA 530  Managerial Finance and Accounting 3 credits
This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

MBA 535  Legal Environment for Managers 3 credits
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

MBA 540  Applied Ethics for Health Care Leaders 3 credits
As formal and informal healthcare leaders, students will clarify and affirm their vocation/calling and moral compass including examining potential vulnerabilities that may challenge one’s integrity. Students will explore ethical theories and principles from the healthcare leader perspective in the context of current healthcare issues including economic constraints and resource allocation, access-to-care, autonomy and decision-making especially at end-of-life, moral distress, and other issues faced by healthcare professionals. Students will analyze contextual factors contributing to ethical dilemmas including professional values, patient/family rights and preferences including cultural differences, social and health inequities, political factors including hierarchy and ethical climate, and policy, legal, and regulatory requirements. Students will synthesize course concepts through the application of ethical decision-making models within the Christian context to various bioethical, clinical, business, and professional ethical dilemmas.

MBA 545  Quality Practices 3 credits
In order to compete in this new economy, health care entities, particularly hospitals, need to employ quality practices. This course will examine current theory and practices for health care institutions: Six sigma, Lean and other processes and procedures. Students will understand how the quality system interweaves with customer service and happiness.

MBA 555  Health Care Informatics 3 credits
A call has come from the highest reaches of government for the computerization of all medical records. Information systems and the interlocking of these systems will be a major concern for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

MBA 560  Health Care Strategic Leadership 3 credits
The distribution system for health care is complex and changing rapidly. The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organizations direction in these turbulent waters of changing distribution systems. MAP is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA course work, career experiences, and synthesizing activities to build a portfolio.
MBA 561 Customer Analysis 3 credits
This course explores the behavior of consumers and the factors that influence their behavior. Analysis of customer decision-making and how marketing strategy can be used to influence those decisions is examined through various theories, models and techniques that attempt to explain the behavior of the consumer. The framework is a buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. The course will also explore consumer insights and shopper marketing to build revenue and grow the business. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of formats including lecture-discussions, case studies designed to illustrate the salient issues as well as readings and texts.

MBA 565 Analytics for Business Intelligence 3 credits
This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. It considers recent developments in the use of internal and external data needed for marketing decisions. This course is intended to explore data mining techniques with the goals: 1) To provide the key methods of classification, prediction, reduction, and exploration that are at the heart of data mining; 2) To provide business decision-making context for these methods; 3) Using real business cases, to illustrate the application and interpretation of these methods.

MBA 570 Marketing Decision Models 3 credits
This course focuses on the benefits of using analytic and modeling-based approaches to marketing decision-making. It offers an applied approach to develop student's ability to work on marketing data, and weigh alternate business decision options based on benefits and costs as well as construct models to aid managerial decisions determining business strategy. This course deals with the process of acquiring, analyzing and interpreting primary and secondary marketing data needed for profitable marketing decisions. Coursework is developed in strategic marketing, new product development, branding, marketing segmentation, sales and trade promotion analysis, pricing, and design of marketing mix, sales force allocation, direct, and internet marketing.

MBA 575 Marketing Strategy Monetized 3 credits
This course focuses on the role of business strategy to create profitable customers by delivering superior value. Strategy becomes monetized during the implementation process which is critical to executing on successful consumer capitalism. This course will develop metrics and systems to utilize in the marketing activities to measure customer value and business return on investment. An outcome of this course is the ability to communicate the value of marketing strategies to executive management regarding ROI. In this course, a hybrid format of lecture-discussions and applied work issues will be incorporated to illustrate the marketing strategy outcomes.

MBA 580 Bridging the IT-Business Gap in a Global Setting 3 credits
Compare technical to non-technical staff in studying ways to build collaborative effectiveness in managing functions and projects. Minimize the barriers to successful intercultural communication by investigating various tools for teamwork in local and global settings. Utilize project case studies and collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

MBA 585 Project and Lifecycle Management 3 credits
Introduce the entire project lifecycle by practicing collaborative development of various project monitoring and reporting tools in a case-study setting: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) communication plan, 5) project schedule, 6) risk register, and 7) quality management plan. Transfer learning objectives to the student’s own Management Application Portfolio (MAP) by practicing knowledge retention and by applying concepts from the Project Management Body of Knowledge (PMBOK).

MBA 590 Information Systems Analysis and Communication 3 credits
Create a systemic understanding of business requirements by interviewing key stakeholders and diagramming to communicate process workflow. Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. Create a first draft of the initial phases for the student's own Management Application Portfolio (MAP).

MBA 592 Topics Course: Vocation and Value 1 credit
The student takes a deep dive into vocation through practical exploration of career, as opposed to job, opportunities and aspirations. The student benefits from the "just-in-time" job growth to cultivating their deepest career aspirations. Through reflection and guidance, the student learns to understand their value and skills while effectively telling their vocational story and articulating their servant leadership.

MBA 594 Topics Course: Mastery of Future Industry 1 credit
The student’s context for 21st century commerce will become broader, richer, and deeper as they see change, not in singular events but as an interrelated tapestry of complex systems. Beyond simple research they will learn to master an industry of their choice by anticipating unfolding change and discovering rich professional opportunities.

MBA 595 Business Information Systems Security, Risk, and Quality 3 credits
Analyze how information systems are designed to interact with people and carry out business strategy. Design plans to analyze and secure enterprise-wide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. Create first drafts of middle and final phases for the student’s Management Application Portfolio (MAP).

MBA 596 Topics Course: Reflection and Bridge to Your Future 1 credit
The student examines and reflects on their program learning and professional development. Course tools will measure and illuminate the student’s progress in gaining a better understanding of their professional worth and value. The Managerial Application and Portfolio (MAP) articulates that value. The MAP is the bridge that examines and applies an ethical framework to a formalized process that will guide the student's professional and personal life journey.

MBA 605 Operations and Technology Management 3 credits
This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.
MBA 610  Tools for Managerial Decision Analysis 3 credits
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making from intuition to predictive analytics. In support of effective execution, students will explore innovative, critical, emotional and futuristic thinking. Students will develop their own tools to become effective decision-makers.

MBA 620  Strategic Leadership 3 credits
This course introduces students to the principal practices and the theorists of contemporary strategic thinking. Students will understand how leaders have strategically created and affected organizational outcomes. After examining the elements of a strategic planning process, students apply those principles and focus on strategic analysis of their industry and the strategic practices of the organizations in that industry.

MBA 630  Topics in Global Management 3 credits
This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal, and cultural environment, international market analysis, international human resource management, and import/export transactions.

MBA 688  Independent Study 1-3 credits

MBA 700  Strategic Leadership and Managerial Application Portfolio 4 credits
This course introduces students to the principal practices and theorists of contemporary strategic thinking. Students will focus on strategic analysis of their industry and the strategic practices of the organizations in that industry. The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a portfolio.

MBA 705  Managerial Application Portfolio 1,3 credits
The MAP is a process in which students summarize, synthesize and demonstrate knowledge, skills, and competencies as organizational managers and leaders. Students will draw from their MBA coursework, career experiences and synthesizing activities to build a customized professional portfolio.

MBA 706  Information Technology Management Capstone 3 credits
Integrate and synthesize knowledge, competencies, and skills learned throughout the program. Develop a customized professional portfolio that includes an industry analysis and reflects a synthesis of MBA course work and career experiences.

Chemistry (CHE)

CHE 105  Chemistry for Health Sciences 4 credits
This one-term laboratory course, designed for nursing and health science majors, builds on general chemistry concepts to provide an overview of organic and biochemistry with an emphasis on applications to the chemistry of the human body. Topics include solutions and body fluids, acid-base chemistry, relation between structure and reactivity for biochemical molecules, metabolic pathways, and applications of nuclear chemistry. (Prerequisites or co-requisite: MAT 165 or an equivalent course.)

CHE 115  General Chemistry I 4 credits
Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, atomic theory, periodicity and electronic structure of atoms, molecular/ionic structure/bonding, stoichiometry, reactions in aqueous solution, thermochemistry, and gases. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)

CHE 116  General Chemistry II 4 credits
Continuation of General Chemistry 1. Major topics include phases and phase changes, properties of solutions, rates and mechanisms of chemical reactions, chemical equilibrium, acids and bases, aqueous equilibria, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry. (Prerequisite: Minimum grade of C- in CHE 115)

CHE 141  Household Chemistry 3 credits
A general education course emphasizing applications of chemistry to daily living. Topics range from baking to medications, from cleaning to cosmetics and from secrets under the sink to close encounters with clothing. Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)

CHE 221  Organic Chemistry I 4 credits
This course is the first semester of the comprehensive course in organic chemistry. Topics covered include structure and bonding, nomenclature, constitutions and configurations, stereochemistry, instrument methods [e.g. NMR, IR, MS, GC], reaction kinetics and thermodynamics, mechanisms, and the syntheses and reactions of various functional groups of organic chemistry. (Prerequisite: CHE 116)

CHE 222  Organic Chemistry II 4 credits
This course is the second semester of a comprehensive course in organic chemistry. The course includes the reaction mechanisms and multi-step synthetic routes for organic functional groups that include oxygen, nitrogen, and aromatic systems. Additional topics include amino acids and proteins, carbohydrates, lipids and synthetic polymers. (Prerequisite: CHE 221)

CHE 326  Analytical Chemistry I 4 credits
This course builds on fundamental components of the general chemistry sequence. Careful consideration of uncertainty in measurements, error propagation, and accurate use of instruments are emphasized through consideration of chemical concepts including solubility, equilibria, and acid-base reactions. (Prerequisite: CHE 116)

CHE 328  Biochemistry I 4 credits
This course is an introduction to the structure, function, synthesis, and breakdown of biomolecules. Biological processes including enzyme catalysis, bioenergetics, and metabolism are studied at the molecular level. The lab involves students in the production of protein through recombinant DNA technology. (Prerequisite: CHE 221)

CHE 329  Biochemistry II 4 credits
This course is a continuation of CHE 328. Topics covered include detailed analysis of enzyme mechanisms, catabolic and anabolic metabolism, metabolic regulation, transcription, translation, and protein synthesis. Processes important to modern DNA technology and biotechnology will also be discussed. The lab of focuses on manipulation of DNA, proteins, and microorganisms. (Prerequisite: CHE 328)

CHE 330  Dietary Biochemistry 4 credits
Examination of the digestion and utilization of macromolecules from a biochemical viewpoint. Metabolic pathway activation/ regulation via diet. Factors influencing macromolecule content of common foodstuffs. (Prerequisite: CHE 328)
This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.
Emerging social media and digital technologies are changing the way organizations—including the local church—reach constituents and communities. How do Christian leaders develop strategies to leverage social media effectively as a tool for communication and outreach? In this course, students will explore available social media tools; develop a strategy for utilizing social media in a healthy way, both personally and organizationally; and learn to evaluate social media effectiveness through case study and real-world implementation of course learnings.
CHM 422  Leadership Development for the Church 3 credits
Effective ministry requires teams of servant leaders. Leaders in the church serve in ways that equip and empower others to serve within their local congregations, communities and beyond. Reflective practice helps leaders shape educational experiences that equip learners to lead, serve, and volunteer within diverse and rich cultural settings. Through applied projects and research, students design volunteer ministry programs and leadership training experiences.

CHM 426  Youth Ministry 2 credits
Youth ministry addresses a vital issue as the Church serves students in congregations and communities during a formative time of life. Grounded in baptismal theology, this course helps students develop skills to lead a relational and Christ-centered ministry for and with youth in a congregation by addressing the theological, cultural, educational, and administrative foundations of youth ministry.

CHM 431  Children’s Ministry 2 credits
Children are a vital and vibrant part of the Church. How congregations care for their youngest members will affect them today and in the years to come. Current and emerging theories and Christian approaches of children’s ministry serve as the foundation for developing engaging children’s ministry practices, experiences and programs.

CHM 432  Confirmation Ministry 2 credits
Exploring junior and adult confirmation in the Lutheran church, students study effective approaches to confirmation programming. Topics include confirmation history, purpose, possible structures, curriculum options, and more.

CHM 436  Adult Ministry 2 credits
Adult learning theory serves as a foundation for the development of adult education programs and experiences. Throughout this course students explore and apply theories of adult learning, spiritual formation, effective teaching methods, and adult spiritual direction strategies.

CHM 440  Speaking the Gospel 3 credits
Students explore the practical application of models of personal witness and Christian apologetics through the development of skills in nurturing relationships, recognizing barriers to and opportunities for faith-sharing, dealing with fears, listening actively, and effectively applying Law and Gospel to the needs of the hearer.

CHM 481  Practicum in Christian Ministries 3 1 credit
A course for students to develop skills learned during the Christian Ministry Internship through field experience in a Christian ministry setting. A primary function of post-internship practicum is filling gaps in the student’s education and experience as identified by the student and his/her program director prior to Synodical placement. (Prerequisite: CHM 499)

CHM 482  Practicum in Christian Ministries 4 1 credit
A course for students to continue developing skills learned during the Christian Ministry Internship through field experience in a Christian ministry setting. A primary function of post-internship practicum is filling gaps in the student’s education and experience as identified by the student and his/her program director prior to Synodical placement. (Prerequisite: CHM 499).

CHM 488  Independent Study 1-4 credits

CHM 490  Theory to Action: Capstone in Christian Ministry 2 credits
Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth. Students prepare and present a capstone Christian Ministry project.

CHM 498  Commissioned Ministry Internship I 6 credits
The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM 498 in the fall and CHM 499 in the spring to complete the 12-month internship.

CHM 499  Commissioned Ministry Internship II 6 credits
The internship provides DCE and DCO students a full-time supervised involvement in the educational or outreach ministries of a cooperating congregation or cross-cultural organization. Emphasis is placed on active leadership in a variety of professional tasks. Students register for CHM 498 in the fall and CHM 499 in the spring to complete the 12-month internship.

Communication Studies (COM)

COM 103  Interpersonal Communication 4 credits
Students examine their methods of interpersonal communication in various contexts including dyadic, small group, and mediated communication. Individual activities and group work include both oral and written components. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principles and concepts in the various communication contexts. (COM 103 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

COM 105  Listening as a Communication Tool 2 credits
An essential skill for administrators is effective listening; too often hearing is confused with listening. Students will discover their personal barriers to effective listening; learn how to mitigate listening barriers to make others feel heard, integrate new listening skills from the telephone to the boardroom, and discover how much better informed they will be about: business, employees, and customer.

COM 109  Introduction to Communication 3 credits
This course introduces the practices and principles of interpersonal communication. This course will require students to gain introductory knowledge of theory as well as apply course concepts through written assignments in addition to individual and group presentations. Emphasis is placed on the communication process. Issues to be addressed include: interpersonal relationships, sending and receiving messages, language, listening, and cultural considerations. Additional emphasis will engage students to think critically about cultural implications regarding interpersonal communication.
COM 205  Small Group Communication 4 credits
Students study and practice communication in small discussion and task groups. Topics include leadership and facilitation of groups as well as group dynamics. Group activities include problem solving discussions and task completion. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in face-to-face and virtual groups. (Prerequisite: COM 103 or COM 212)

COM 212  Public Speaking 4 credits
Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and text analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM 212 is one of the two choices for the communication general education requirement for all students. It is also a prerequisite for all communication majors.)

COM 222  Social/Mass Media Communication 4 credits
Students study and critically appraise the history and development of the various traditional mass and contemporary social media with an emphasis on the impact of these communication developments on individuals and society. The content of the course also includes a strong focus on the dominant social media platforms and their role in marketing and public relations. Students will be able to edit video and utilize basic metrics applied to online communication tools. (Prerequisite: COM 103 or COM 212)

COM 309  Intercultural Communication 4 credits
Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating interculturally. (Prerequisite or Concurrent: COM 103 or COM 212)

COM 320  Media and Public Relations 4 credits
Students are introduced to both media relations and public relations as fields of study and as a practice. Students will learn and apply principles of media and public relations, including effective and ethical stakeholder management. Topics addressed include communicating with various media, creating strategic public relations plans, audience analysis, how to communicate risk, and managing crisis situations. Special attention is given to the role of social media.

COM 322  History of Film and Television 3 credits
Students study film and television as it has developed throughout the 19th, 20th, and 21st centuries. Screenings of classic films and television are complimented by class analysis and discussion of how the moving image has changed over time. This is not a production course, as students will focus instead on understanding film theory and aesthetics.

COM 325  Social Media Relations & Analytics 4 credits
Students develop an understanding of the theory and strategic management of social media especially in the public relations context. By analyzing history, tactics and current trends, students learn how the public relations process and the goal of relationship building with various stakeholders is impacted by various social media applications. Students also become acquainted with social media tactics in various professional settings. (Required prerequisite: COM 103 or COM 212) (Suggested prerequisite: COM 222)

COM 327  Topics in Communication 2 credits
This course offers students an opportunity to study communication from a variety of contextual perspectives. Topics will vary from term to term. May be repeated.

COM 403  Family Communication 4 credits
Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, health communication, communicating with aging family members and those with disabilities, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisites: COM 103 or COM 212)

COM 409  Advanced Intercultural Communication Seminar 4 credits
Advanced Intercultural Communication Seminar advances student knowledge and understanding of the various components of intercultural communication competence. The focus is on deeper exploration of intercultural dimensions, communication styles across cultures, intercultural conflict styles, and bridging cultural differences. Students gain experience in several fundamental approaches to and methods of managing intercultural differences and facilitating intercultural competence development including the communication styles approach and the Cultural Detective method. Students take intercultural assessments and an intercultural conflict styles inventory, to understand how their own intercultural experiences have influenced them. Students in COM 409 participate in discussion boards, analyses, research, and activities to promote further growth in intercultural knowledge and skills. (Prerequisite: COM 309)

COM 441  Communication Research Methods 4 credits
Basic quantitative and qualitative approaches and methods are applied to communication studies. The course includes question construction, survey research and design, experimental design, quantitative content analysis and comparisons, and qualitative analysis of participant observation, interviewing and focus group methodology. Critical studies approaches and approaches in the field of communication will be discussed. This course is a prerequisite for COM 442 because it implements the research proposal. (Prerequisites: COM 103 or COM 212)

COM 442  Communication Theory 4 credits
Students study and apply theories to human communication including interpersonal and public communication, small groups, mediated communication, persuasion, gender studies, as well as work, friend, and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. COM 442 implements the research proposal developed in COM 441. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 103, COM 212, and COM 441)

COM 443  Persuasive Communication 4 credits
Students study and apply persuasive communication theories to the study and analysis of communication events including speeches, posters, films, campaigns, television programs, advertising, social media and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through various forms of human and electronic communication. The major project is an application of theory and research. Research projects may be submitted to professional organizations or an online journal for review. COM 442 and COM 443 are intended to be a year-long capstone sequence. (Prerequisites: COM 103 or COM 212)
COM 444 Communication Research Methods 3 credits
Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

COM 478 Organizational Communication 4 credits
Students examine theories of communication systems, processes and assumptions in organization structures. Topics include roles, relationships and responsibilities of individuals within organizations as well as skills in and applications of organizational communication, including communication audits. Interviewing skills in the various demands of organizations will be examined and practiced. Values and ethical communication behaviors are explored through a variety of activities including case studies and self-assessments. Exploration of crisis communication strategies and their effectiveness in organizational image restoration are examined. (Prerequisites: COM 103 and COM 212)

COM 488 Independent Study 1-5 credits
Independent study offers the opportunity to pursue advanced study in communication. Independent study is open only to students with substantial preparatory course work in communication. It is not intended to be taken in the place of a regularly offered course. (Prerequisite: permission of communication faculty)

COM 490 Senior Seminar 2 credits
Students finalize their capstone research project in this culminating experience in the discipline. Students will be expected to prepare their research projects for dissemination to professional organizations for review, presentation, or publication. (Prerequisite: Minimum grade of C- in COM 441 and COM 442, Permission of instructor, Senior Standing)

COM 498 Internship 1-12 credits
Students participate in a variety of internship programs in such experiences as editing, publishing, broadcasting, television, human resources, and public relations under the supervision of Communication faculty. Internships are tailored to the needs, interests, and career aspirations of the student. Portfolios, learning logs, and meetings with the internship faculty supervisor are required for all internships. (Prerequisites: COM 103, COM 212, COM 222, COM 325, ENG 120 and permission of communication faculty advisor)

COM 500 Strategic Leadership and Management 3 credits
Examine strategic leadership and management topics, addressing the communication theories, dynamics, research, principles, and practices prevalent in all aspects of organizational life. Utilize leadership and management theories to address challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Group relationships are fostered, creating a collaborative learning environment conducive for personal and professional growth that emphasizes effective communication, problem solving, and healthy decision-making.

COM 510 Persuasive Communication 3 credits
This course covers the principles and practices of persuasion, advocacy, and marketing. Learners explore theories of motivation, attitude, and behavior that guide how an ethical communicator strives to gain compliance; properly advocate for people, values, and ideals; and change attitudes and behavior. Students learn about how research informs marketing and persuasion tactics, and apply key concepts and conceptual frameworks in marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. Students work with a communications plan that addresses a real issue that draws upon the things you have learned in this course. Students also have an opportunity to develop presentation skills through in-class presentations.

COM 515 Corporate Social Responsibility and Ethical Leadership 3 credits
Connects morality, ethics, and values with leadership and influence. Explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals, incorporating these elements into the personal and professional decision-making process. Think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of leadership in the creation of an ethical corporate culture. Assess ethical risk to organizations in the public sphere and develop insights into personal philosophies.

COM 520 Media Strategies 3 credits
Develop a structured approach to understanding and managing internal and external communications. Explore media relations, the research and creation of strategic public relations media plans, audience analysis, media characteristics, media and marketing decisions, and how to manage various communication technology functions and budgets. Special attention given to the role of navigating current and future media landscapes.

COM 525 Digital Communication 3 credits
Explore how digital communication technologies affect interpersonal and organizational communication. Address how to use various digital avenues to reach diverse publics. Integrate digital communication tools into strategic communication plans. Devise an effective digital communications campaign.

COM 530 Interactive Media Mgmt 3 credits
This course explores how emerging interactive communication technologies affect interpersonal and organizational communication. Students are introduced to different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business on global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.

COM 540 Communication Inquiry & Measurement 3 credits
Learn various research methodologies that are relevant and effective in organizational settings. Become an effective organizational change agent. Gather, analyze, and synthesize complex credible information using action research methodologies. Students select a capstone project that will demonstrate, using action research methodology, organizational change management. Utilize change management theory to affect organizational change.

COM 545 Project Management and Analytics 3 credits
Increase leadership effectiveness using resources and tools to manage major projects, analytic performance evaluations, and information from cross-platform projects. Students will utilize project management tools to plan for the successful completion of their capstone project.

COM 550 Communication Strategies for Conflict Management 3 credits
This course provides an overview of the nature and functions of perspectives, viewpoints, and values on conflict, as well as the difficult elements and role of communication in human conflict. Students develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational, and intercultural contexts. Professionals will gain an understanding of patterns, research strategies, and processes associated with conflict management styles with civility. This course addresses how language, perception, gender communication, generational differences, and context influence the conflict process.
COM 560  Intercultural Communication 3 credits  
Explore the major concepts, research, theories, and models that constitute intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intra-cultural issues, stereotypes, intercultural transitions, and adaptation.

COM 570  Leadership Communication 3 credits  
Analyze how leadership depends on healthy communication skills that nurture a healthy organizational culture. Critical management techniques also rely on understanding those leadership skills essential to work with people in a dynamic interactive culture. Focus on successful leadership and management strategies as part of human interaction, conflict, decision making, problem solving, persuasion, mentoring, collaboration, team building, change management, and facilitation. Explore how to effectively communicate with top executives in an organizational setting.

COM 575  Content Strategy 3 credits  
Create a content strategy that develops meaningful, cohesive, engaging, and sustainable communication content to attract and retain target audiences. Develop a strategic perspective on how content is aligned with customer needs and organizational goals. Analyze stages in the content life cycle. Measure content effectiveness using analytics and feedback. Study storytelling, multi-channel, cross-channels, and omni-channel techniques.

COM 585  Strategic Customer Experience 3 credits  
Explore the benefits of a customer centric organization through analyzing different strategic models. Craft a customer experience (CX) strategy to aid organizations in competitive markets. Evaluate how brand, technology, internal and external stakeholders, and processes should be successfully communicated. Understand the dimensions of customer value and effectively map the customer journey.

COM 590  Crisis Communication 3 credits  
Address the basic types and elements of crises, and the importance of providing effective leadership and management in those conflict laden times. Intersections with other fields will also be addressed, including public relations, conflict management, and risk management. Analyze the role strategic communication, media relations, power, and organizational culture play during a crisis. Develop tools for dealing with the media in less-than-optimal situations, learn how to develop plans for different critical audiences (both internal and external), analyze effective persuasive methods, and discover ways to utilize effective public relations strategies for communicating the organizational message during a crisis.

COM 595  Reflection and Capstone 3 credits  
Review and reflect upon the program’s courses and capstone project to leverage learning for future success as a strategic leader. Complete and present the program’s capstone project.

COM 610  Corporate Responsibility & Ethical Communication 3 credits  
This course explores foundations in personal values and mission statements, decision trees in ethical decision-making, and ethical theories and moral philosophies that relate ethics to organizational, mediated, mass media, and interpersonal communication contexts. The course examines the communication components and hindrances to good ethical decision-making. Students learn how to think critically, gain sensitivity in using appropriate language, express clear ethical reasoning in both written and verbal communication, and research the role of communication in the creation of an ethical corporate culture. Through case studies, readings, and other activities, students are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.

COM 695  Capstone 3 credits  
The final course provides an opportunity for students to review and reflect upon the courses and experiences in the program. Additional activities add self-confidence in strategic communication management and leadership skills. Students present the completed Action Research Project they have worked on with the project coordinator, and polish their ARP report in an error-free and thorough submission. Students also continue reading and reflection on their course work and experiences as life skill builders. Students receive feedback from their Action Research Project coordinator and share learning with other students in the final presentation.

Computer Science (CSC)

CSC 101  Introduction to Computer Science 4 credits  
Students will be introduced to a wide range of Computer Science topics. Some of the many aspects covered will include computer hardware, programing, operating systems, data analysis, operating systems, cyber security, artificial intelligence, networking, web applications, databases and emerging technologies.

CSC 115  Introduction to Python 4 credits  
This course introduces students to problem solving using the Python programming language. Students will learn computer hardware concepts, number systems, and Boolean algebra. The course will cover Python programming constructs such as conditional statement, iteration, function, class and object. Students are expected to take a problem description and write a program in Python that provides a solution to the problem. This course assumes the student has no prior programming experience. (Prerequisite or Concurrent: CSC 175).

CSC 121  Basics of Technology in Business 2 credits  
The purpose of this course is to respond to the technological demands of business today. Students will be equipped with the required knowledge and skills to fulfill basic business needs. A foundation in fundamental tools and emerging technologies will be explored through both practice and theory with a focus on how they can be leveraged for business advantage. A solid base in business information systems will provide students the confidence to generate and manage information for thoughtful and informed decisions. Business efficiency and productivity topics will include emerging and contemporary technologies for data management, business intelligence, and professional communication.
CSC 135  Client-Side Web Development 4 credits
In this course, students will start by learning basic HTML and CSS for building static Web pages, and later use JavaScript to build an interactive Website. Students will also learn about responsive Web development, user experience concepts, and accessibility topics. A prototyping tool will be used for wire framing, designing and prototyping.

CSC 175  Math for Computer Science 4 credits
This course covers mathematical concepts that are widely used in the field of Computer Science, including discrete math, logic, and proofs. (Prerequisite: Minimum grade of C- in MAT 103, or Level 3 on the Math Placement Exam)

CSC 210  Microsoft Excel Core 4 credits
Through Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be challenged to manipulate specific data for informative reporting that is visually, accurately and dynamically representative of the learning objective. To accomplish this task advanced formulas, search strategies, and data analysis tools will be incorporated into learning projects including mastery of Pivot Tables and Pivot Charts. Further studies will include strategies for managing large data sets, linking and importing external data, mitigating security issues, and working toward automation. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.

CSC 222  Introductory Programming with Java 4 credits
This course teaches student problem solving with structured programming techniques using Java. The topics covered includes variables, primitive data types, conditional statements, loops, static methods, file processing, string, arrays, and some concepts of object oriented programming. This course requires that students have some programming background. (Prerequisite: Minimum grade of C- in CSC 115)

CSC 230  Database Design 4 credits
Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, and data warehousing. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. de-normalization), and the emergence of unstructured data systems.

CSC 235  Server-Side Development 4 credits
This course provides an overview of programming and database techniques used in server-side programming. Topics include handling web form data, SQL, database design, security considerations, stored procedures and JSON. (Prerequisite: minimum grade of C- in CSC 135 and CSC 230)

CSC 240  Database Development for Business 4 credits
Analyze database use within a variety of business contexts. Gather requirements for a real-life database that addresses current business strategies and develop a prototypical model that meets stakeholder reporting needs and enhances organizational efficiency. Learn the basics of database design including the relational model and an introduction to SQL queries. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data.

CSC 310  Computer Architecture and Operating Systems 4 credits
This course is designed as an introduction to the functional components of computer systems, including their hardware implementation and management at different levels, and their interaction, characteristics, and performance. The course also covers practical implications for computer programming. (Prerequisite: Minimum grade of C- in CSC 115 or equivalent)

CSC 315  Mobile App Development 4 credits
This course teaches students how to build Android mobile applications from the bottom up using Android Studio and Java. Students will learn Android architecture, how to design user interface, and how to handle user interface events. Other topics include saving and restoring the state of an app and integrating Google Map. The course consists of several small projects giving students the ability to create an Android app incrementally. At the end of the course, students will use knowledge they have learned in the course to build a medium size Android app and to learn the process of preparing and publishing their app to Google Play Store. (Prerequisite: Minimum grade of C- in CSC 222)

CSC 322  Object Oriented Programming in Java 4 credits
This course teaches student problem solving with object oriented programming techniques using Java. The topics include exception handling, generics, object oriented programming, design patterns, and data structures. This course assumes that students already have a good programming background. (Prerequisite: Minimum grade of C- in CSC 222)

CSC 330  Language Design and Implementation 4 credits
The course provides a comparative survey of programming language paradigms. It includes an overview of the properties, applications, syntax, and semantics of selected object-oriented, functional, comparative, and declarative programming languages. (Prerequisite: Minimum grade of C- in CSC 322)

CSC 420  Data Structures and Algorithms 4 credits
This course covers both theory and application of data structures such as lists, stacks, queues, sets, maps, binary search trees, and graphs. The algorithm portion covers time complexing of algorithms using big-O notation, various sorting algorithms, concepts of dynamic programming, and divide-and-conquer algorithms. By the end of the course, students should know to apply the appropriate data structures for a given problem for optimal performance. Students will be able to determine the efficiency of basic algorithms. Students must have a good object-oriented programming background. (Prerequisite: Minimum grade of C- in CSC 322 and MAT 220)

CSC 422  Software Engineering 4 credits
This course introduces students to concepts and tools in software engineering. The topics include software life-cycle models, the phases of software development, design patterns, software architecture and Agile software development. Students will learn various software engineering tools such as integrated development environment, version control systems, and project management software. This course assumes students have a good background in object-oriented programming in at least one programming language. (Prerequisite: Minimum grade of C- in CSC 322)
CONX 502  RAMPing for Counselors 3 credits
The American School Counseling Association (ASCA) developed its national model to unify the school counseling profession and to support counselors’ ability to advocate for the academic, career, and social–emotional development of all students. The ASCA allows counselors to create a curriculum that is tailored to the specific needs of their schools so they can maximize their impact on their unique community. However, to ensure compliance with the ASCA, your school has to undergo a rigorous application process called RAMP (Recognized ASCA Model Program). Whether you are just beginning the RAMP process or have already implemented it at your school, this course will provide both a rationale for the process and step-by-step instructions for developing each part of your application. You’ll use data to inform the design of your program and demonstrate your value as a counselor by conclusively showing how students are different as a result of your efforts. In addition, you’ll learn how to advocate for modifications to your school’s counseling program to help it align with ASCA guidelines, and gather the data, materials, and resources you need to successfully complete the RAMP application. Using the resources and techniques from this course, you’ll be able to navigate the RAMP process successfully and ensure your school counseling program supports your students’ unique needs. This course is offered through Advancement Courses.

Criminal Justice (CJU)

CJU 402  Returning Student Seminar for Criminal Justice 4 credits
This course will provide each student with an opportunity to reflect on their decision to return to college. Emphasis will be on preparations for their return to college and their development of a learning plan. Students will focus on time management, organizational skills, and practical writing for criminal justice practitioners. Extensive time will be devoted to writing fundamentals, such as mechanics, sentence structure, academic and professional prose and APA style.

CJU 405  Minnesota State Criminal Law and Traffic Codes 4 credits
This course will provide the opportunity for developing a basic working knowledge and strengthening individual understanding of the Minnesota Criminal Code by covering procedural law, crimes against persons and property, juvenile offenses, and rights of peace officers. Students will also examine Minnesota Traffic Laws to include driving rules, licensing, specialty vehicles, equipment requirements along with alcohol and controlled substance violations. Additionally, the exploration and discussion will cover key elements of crime, levels of offense, applicable case law, common defenses, and sentencing guidelines. (The course is required for students who intend to take the POST Exam for Minnesota Law Enforcement Officers).

CJU 422  Information Literacy in Criminal Justice 4 credits
Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.

CJU 431  Inside the Criminal Mind 4 credits
This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.
CJU 435 Philosophy of Values and Ethics 4 credits
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.

CJU 437 Systems Thinking in Criminal Justice 4 credits
Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

CJU 442 Foundations of the Criminal Justice System 4 credits
This course will offer a robust overview and more profound understanding of criminology designed to provide an extensive emphasis on personal development, by examining career roles, responsibilities, policies/procedures, and administration of various public and private agencies and organizations, involving multiple federal, state, county, local, tribal, and international components, that constitute modern-day Criminal Justice System. Students will explore critical issues affecting multi-cultural populations, administration of justice and develop deeper awareness involving domestic violence intervention, interpersonal communication, and trauma-informed approaches. Students will also explore the evolution of technology approaches, proactive intervention efforts, and community-based treatment programs as well as implications of vicarious/secondary trauma experienced and explore a variety of strategies for practitioner survival mindset.

CJU 446 Research Methods in Criminology and Criminal Justice 4 credits
This course will provide a forum for students to gain an understanding of how academic writers use the writing process to shape initial ideas and effectively communicate in the Criminal Justice System as a whole and develop an understanding and link between criminological theory, qualitative and quantitative research methods, and literature review research analysis and comparison. Students will utilize this course to further their individual reflection while developing and practicing the necessary skills to be successful in accessing criminal justice-related research and statistics that will assist them in balancing this academic program and realizing how these skill sets transition into their Criminal Justice environment.

CJU 451 Diversity in Criminal Justice 4 credits
While multiculturalism is a popular term in today’s society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

CJU 452 Constitutional Law 4 credits
This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

CJU 453 Troubled Youth in the Criminal Justice Corrections System 4 credits
This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

CJU 455 Contemporary Issues in Criminal Justice 4 credits
Current criminal justice related events occurring nationally and locally will provide the scenarios for students to apply the knowledge acquired during this degree program in a thoughtful and scholarly manner. Students will draw upon their understanding of systems thinking, constitutional law, religion, modern trends, ethics, and individual and community behavior.

CJU 456 Building an Integrated Criminal Justice System 4 credits
This course is designed to understand the roles of various federal, state, county, local, tribal, and international components of the Criminal Justice System and how these systems work collaboratively. Students will further explore career insights, trajectory, and professional networks and internship opportunities. Students will identify and apply concepts and principles from a system perspective lens through current challenges within the systems and further explore these interlocking systems as change agents, exercising creative problem-solving processes. Through this course exploration, students will develop skill sets to bridge communication and strengthen collaboration between systems. Students will promote a deeper awareness of vicarious/secondary trauma experienced and explore a variety of approaches for practitioner survival mindset.

CJU 457 Constitutional and Criminal Law and Justice 4 credits
This course is designed to explore and develop the understanding and working knowledge of broad and specific variations of federal, state, county, local, tribal, and international components that influence constitutional, criminal, and criminal justice process civil law and how it affects the Criminal Justice System in the modern day. Students will review foundational history, basic concepts, and key participants in the courtroom/trial to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice. Moreover, students will learn and apply practical research strategies to find relevant case law. This course will use an assortment of case studies, individual research, and in-depth group discussions.

CJU 458 Cultural Considerations in Criminal Justice Systems 4 credits
The course is designed to conceptualize the balance between community and Criminal Justice Systems, within the framework of cross-culture and diverse populations albeit related to critical social problems and Criminal Justice System responses to manage and influence them. This course prepares students to explore various vocational fields such as law enforcement, security, courts, corrections, probation/parole, social services, community reintegration, and treatment services by building skill sets to professionally and effectively manage challenging and diverse situations, employing deeper understanding and appreciation for culture uniqueness by acknowledging individual awareness, system-oriented bias, and refining effective communication skill sets.
CJU 475  Ethical Dilemmas and Fundamental Leadership in the Criminal Justice System 4 credits
The course is designed to expose students to ethical decisions and useful leadership traits within the Criminal Justice System by examining the power in discretionary decisions influenced by individual attitudes, values, and beliefs. Further exploration involving concepts such as public service, authority, control, discretion, law, individual liberty and punishment, bias, and cynicism will evaluate alternatives within the multi-systemic Criminal Justice System when solving dilemmas. This course prepares students to acquire skills in moral sensibility and fundamental leadership principles to effectively resolve individual issues in discretionary decision making as it applies to professional codes of ethics and within the boundaries of the law.

CJU 478  Contemporary Issues in the Criminal Justice System 4 credits
The course is designed to afford students deeper focus on current and relevant topics and patterns in today's Criminal Justice System while drawing upon constitutional and criminal law, spirituality, values, and ethics further building innovative problem-solving skill sets to address emerging public safety issues. Further exploration involving concepts such as individual and community behavior, multi-cultural aspects, use of force, suicide by cop, mental illness, body cameras, and the interworking of the multi-systemic Criminal Justice System. Additionally, students will further explore the evolution of the multi-systemic Criminal Justice System brought on by the war on terrorism, rapid technological changes, police accountability, accusations of racial profiling, and the redesign of community policing in the 21st century.

CJU 483  Exploring the Criminal Mind and Identifying Suspect Behavior 4 credits
The course explores the theories and research that define logical components and causes to the criminal mind, including mental health, brain structure and function, and environmental factors associated with identifying suspect behavior and exploring preventative and intervention strategies, and treatment modalities. Students will identify general theoretical frameworks to include Choice Theories, Psychological Theories, Sociological Theories, Life Course Theories, Criminology Theories as well as further examine how past and present understanding of the criminal's behaviors has determined the contemporary responses in our society as well as the final treatment of offenders within the Criminal Justice System.

CJU 487  Delinquent and Criminal Behaviors Across the Life Course 4 credits
This course focuses on issues related to juvenile delinquency and justice, biological and psychological development including the impact adverse childhood experiences, risk/protective factors, criminal exposure, and criminal behavioral perspectives toward adult and elderly criminal behavior response through the lifespan. This course will also examine delinquent and criminal behaviors comparing foundational history, policies, and practices of the juvenile justice and adult criminal systems from prevention, arrest to post-incarceration, and rehabilitation, within the context of federal, state, county, local, tribal, and international components. As well as further analyze elements involving adversity, cultural aspects, victimization, environmental, data statistics and patterns, legal requirements, and community and societal reactions and perceptions of law violations and correctional practices.

CJU 490  Criminal Justice Portfolio 4 credits
This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-portfolio will cap the learning experience. Students will participate in group activities to provide closure to the program.

CJU 491  Forensic Exploration in the Criminal Justice System 4 credits
This course is designed as a systematic and comprehensive exploratory approach to the evolution of forensic science relative to crime scene management and various technology considerations in Criminal Justice Systems. Students will delve into practical application in a forensic investigation by utilizing foundational theoretical frameworks. Students will research and examine various technologies used in forensic investigation explore risks and vulnerabilities, and examine specialty cases, case law, and require record evaluations involving the evidentiary collection, preservation, analysis, as well as the admission of legal evidence in court. (The course maybe substituted for students who do not intend to take the POST Exam for Minnesota Law Enforcement Officers).

CJU 495  Criminal Justice Experiential Learning eFolio 4 credits
Experiential Learning eFolio is an integral component to enhance a student’s total academic experience through a "field apprentice" in a Criminal Justice System setting, receiving academic credit for their work. Designed as a capstone eFolio model used throughout their academic criminal justice program journey, students will institute a plan of observation, study, and participation in a Criminal Justice System setting linking theoretical, conceptual, and practical experiences to examine, challenge, question, and broaden their educational experience. This course will further expose students an opportunity to formalize their career goals.

CJU 498  Criminal Justice Internship 1-16 credits

CJU 500  Administration of Criminal Justice 4 credits
This course is a scholarly consideration of the concepts, principles and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal and political constraints.

CJU 502  Correctional Design in a Changing World 4 credits
This course examines the philosophies, roles, and designs in evolving correctional practices being employed through the 21st century. This will entail exploring the challenge of instilling a cultural shift within the vocational from that of containment and surveillance to one of change agent. Students will be exposed to the most current research and trends while exploring the evolution of Correctional thinking from the now infamous 1974 proclamation that "Nothing Works" to the era of Evidence Based Practices. This will involve not only a thorough look at why individuals enter into and persist in a life of criminality and delinquency, but also why those individuals desist from the lifestyle. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

CJU 505  Reflective Adult Learner & Leadership 4 credits
The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.
CJU 520  Research Methods in Criminal Justice 4 credits
This course is designed to familiarize students with the scope, function of information, and the research process within professional multi-systemic criminal justice leadership. Students will be provided with fundamental concepts and methods in the research literature, building skillsets in consuming literature by critically evaluating and reporting the body of research and statistics on issues related to multi-systemic criminal justice leadership. Critical problem-solving serves as a primary function in further shaping ideas, developing strategies, and effectively communicating solutions and change within the discipline. Students will also reflect on program objectives and personal learning and identify a direct link between the new knowledge they have acquired and their career field.

CJU 543  Contemporary Issues in Criminal Justice Leadership 4 credits
This course is designed to help students identify their own beliefs about the people they work with or who work for them, as well as to focus on the importance of understanding self/others as an integral part of any organizational change. We will examine the needs of people, responses of managers, the importance of how to discipline, alternatives to discipline, and how to work with troubled employees. Furthermore, this course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

CJU 545  Legal and Legislative Issues 4 credits
Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

CJU 570  Applied Ethics in Criminal Justice Leadership 4 credits
This course will review and analyze popular models and real-life examples of ethical decision making criminal justice professionals often encounter and how outcomes can impact entire organizations. Students will be exposed to research, trends, and case studies, providing opportunities to investigate current ethical issues facing criminal justice leaders and managers in organizational settings, as well as critically apply various ethical theories and decision-making frameworks. Discussions relative to Christian vocation, applied ethics, policy development and implementation, as well as value-centered leadership will be explored. A variety of practical application based assignments will demonstrate the integration of a personal and vocation ethic.

CJU 590  Criminal Justice Leadership: Essential Skills 4 credits
In this course, students will develop leadership vision and adaptive solutions, as well as build confidence as active change agents in the multi-systemic criminal justice system. The course will focus on the complex dynamics of criminal justice, including organizational, cultural, socioeconomic, and political influences. Students will explore such policies as financial forecasting, risk decisions under conditions of uncertainty, and vulnerability in managing exposure risks that further impact leadership decision-making. Students will engage in practical, scenario-based learning and develop the best-practice creative problem-solving tactics, techniques, and enhancing the skills needed to be effective leaders in criminal justice.

CJU 596  Criminal Justice Capstone 4 credits
The Capstone course is the concluding event of the program. This course assists students in synthesizing previous coursework and research leading to greater self-reflection, application to their career field, and an assessment of their learning throughout the duration of the program. At the completion of their Capstone course students will be required to complete a comprehensive Capstone project.

Curriculum Instruction (CI)

CI 510  Advanced Foundations of Language and Literacy Development 3 credits
This course explores the empirical and theoretical underpinnings of literacy development as a basis for developing effective K-12 reading programs.

CI 525  Innovation in Learning and Teaching 3 credits
Learners explore the science of learning, the curriculum for K-12 educational environments, and theories and innovation for teaching in diverse classrooms.

CI 553  Instructional Strategies 3 credits
Theory and strategies of designing technology-rich environments to support active learning in schools.

CI 560  Curriculum and Instruction in Literacy 3 credits
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

CI 561  Foundations of Literacy 3 credits
A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

CI 562  Literacy Strategies for Grades K-6 3 credits
An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563  Literacy Strategies for Grades 7-12 3 credits
A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

CI 564  Assessment, Evaluation, and Supervision in Literacy Programs 3 credits
Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

CI 570  Writing Across the Content Areas 3 credits
This course focuses on understanding the writing process in order to effectively teach and develop K-12 writers. Instructional methods for incorporating writing across the curriculum, including strategies for writing instruction with English learners and diverse populations are emphasized to support student literacy learning.

CI 575  Teaching Literacy for Diverse Learners 3 credits
This course focuses on the culturally and linguistically responsive teaching of English learners that will promote efficacy and proficiency in speaking, listening, reading, and writing in Standard English.

CI 585  Educational Assessment 3 credits
Curriculum, instruction, and assessment work together to support student learning. In this course, learners develop the knowledge and skills to practice effective assessment of student learning and program quality in educational settings.
CI 587  Reading across the Content Areas 3 credits
This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum.

Cybersecurity (CYS)

CYS 505  Ethics in Cyber Security 3 credits
This course explores real-world Cyber Security dilemmas and frameworks to identify ethical problems and how to reach ethical decisions. Its objective is to use these skills, grounded in ethical theory, to make informed decisions within fast-paced and emerging business environments. It describes how to assure that technologies are secure while helping the business meet its goals.

CYS 510  Research in Cyber Security 3 credits
As part of a research project identify the critical role Cyber Security plays in organizational development. This course will explore how to employ action learning to improve the Cyber Security of the organization. Defining Cyber Security challenges from an operational and strategic perspective, the class will explore adaptive learning technique by offering proven educational theories and practices to foster the required changes in your staff. Research of existing organizational learning theories and the historical problems that occur with companies will be conducted to understand how to research these issues and provide solutions for secure technologies that enable the business.

CYS 530  Information Security Governance and Compliance 3 credits
Learn how companies manage risk across their organizations utilizing audit and compliance methods to support regulatory/legal compliance to meet their business objectives. Identify how they use mechanisms such as Vendor Information Security Risk Assessments (VISRA), App Monitoring and Logging, Cloud Governance and Risk Remediation strategies to meet Compliance objectives. Examine how Policy Development and Management helps govern a best-in-class whole security solutions for an organization.

CYS 533  Information Security Operations 3 credits
Examine how companies use Identity and Access Management to protect the assets of their company. Learn how Firewalls are managed by understanding how they work and how requests for changes in Firewall rules are executed. Determine how Security operations support enterprise networks

CYS 536  Incident, Threat, and Vulnerability Management 3 credits
Examine how incident detection is coordinated, how they are analyzed and contained plus how incidents are mitigated and recovered. Learn how incident trends are used to determine better security strategies to thwart future incidents. Explore what technologies are used to scan enterprise environments, how vulnerabilities are discovered and how those vulnerabilities are remediated thru incident response and Patch Management. Learn about what Insider threats exist in organizations and how they are managed thru Security and Privacy Training, Compliance and Ethics Policies plus Intruder detection technologies.

CYS 539  Cyber Defense 3 credits
Understand how Malware and Intrusion Analysis is conducted. Learn how security groups monitor daily events in their network and the countermeasures that are taken to combat Cyber-attacks and bad actors. Learn how tactical intelligence coordination is conducted plus how Forensic Investigations are done to determine enterprise attacks and vulnerabilities.

CYS 543  Managing a Secure Enterprise 3 credits
Examine how all the Security Services work together for overall protection of an organization. Understand how Security Departments engage the organization thru security services such as Security Communications, Resource Management, Product Management, Security Metrics and Reporting and Security Business Analysis.

CYS 545  Cyber Security Project Deployment 3 credits
This course identifies how to deliver on new ideas for Cyber Security strategies by practicing traditional plus agile methodologies and processes that help bring Cyber Security technologies into an enterprise. It builds on differing strategic approaches and project management techniques to manage innovation of Cyber Security initiatives. An understanding of the DevOps model that facilitates an effective organization and how it relates to delivering Cyber Security Projects will be explored.

CYS 550  Enterprise Cyber Security Strategies 3 credits
This course introduces strategic and operational planning for the application of Cyber Security with heavy emphasis on the how Cyber Defense protects technology. A review of the application of strategic models for the purpose of deploying corporate strategy is explored and is married into how Cyber Security supports the technology enablement of those strategic decisions.

CYS 559  Cyber Security Capstone 3 credits
This course integrates knowledge learned throughout the program. Demonstrate an understanding of Cyber Security obtained by completing a research paper addressing an issue in an industry with providing good Cyber Defense. Ethically incorporate technical and business knowledge skills through identifying key issues by doing a thorough search of academic and practitioner knowledge to support a stated thesis. This course draws upon current work, training or internship experience.

Data Analytics (DAT)

DAT 505  Ethical Considerations for Data Analysis 3 credits
Explore real-world information science dilemmas and frameworks to identify ethical problems and reach ethical decisions within the context of analyzing data. This course focuses on the ethical use of data for the purpose of utilizing it to fulfill organizational strategies while at the same time meeting legal, moral and ethical standards.

DAT 510  Systems Analysis and Design 3 credits
Learn the overall methodology for information systems development and understand the tools used for requirements determination, use case analysis, process modeling and data modeling. This course explores the method for general technology design, user interface design as well as program design. It includes examining how data analytics is used in the preceding tools and processes as both a tool and an intended outcome. This will be accomplished by looking through the lens of operating in a DevOps organization using agile delivery methods.

DAT 515  Data Visualization & Dashboard Reporting 3 credits
Learn how to prepare data and design meaningful visualizations for effective communication and decision support. Analytical tools such as Tableau, R, and Excel, will be utilized to develop tables, charts, graphs, maps and dashboards for effective data analysis and storytelling.
Diagnostic Medical Sonography (DMS)

DAT 520  Digital Transformation, Social Intelligence, and Analytics 3 credits
Explore the five domains of digital transformation: Customers, Competition, Data, Innovation and Value. This course will identify how to harness customer networks and build platforms. An identification of how to turn data into assets and the exploration of innovation by rapid experimentation will be pursued utilizing data analytics as the prime driver. Understanding how to adapt a Value Proposition while learning how to master disruptive business models will be discovered.

DAT 525  Data Science, Analytics, and Artificial Intelligence 3 credits
This course looks at a managerial approach to understanding business intelligence (BI) systems. Its objective is to help future managers use and understand analytics by providing a solid foundation of BI that is reinforced with hands-on practice. This includes an introduction of business intelligence, data analytics and data science. It explores descriptive, predictive and prescriptive analytics. It identifies big data concepts and tools. It also describes future trends, Analytics and Artificial Intelligence.

DAT 530  Quantitative Research and Statistics 3 credits
Learn the overall process of designing a research study from inception to completion and develop an academic literature review associated with a potential topic of interest for the capstone project. Understand hypothesis testing, how to use the appropriate instruments to collect data, and why reliability and validity are so important to the integrity of a research project.

DAT 535  Programming for Analysts 3 credits
This course in programming provides for a broad range of students who need to work with data. Students will learn basic skills in programs like Python and/or the open-source R statistical package. It introduces the programming of statistical graphics simulation methods, numerical optimization, and computational linear algebra.

DAT 540  Business Intelligence and Decision Support Systems 3 credits
This course provides an introduction to decision support systems (DSS) for business intelligence (BI). It looks at decision-making, data components, model components and the use of user interfaces. It explores designing a DSS using object-oriented technologies and implementing it with a recognition of how to evaluate a deployed system. Executive information and dashboards coupled with group decision support systems will be identified.

DAT 545  Big Data Analytics 3 credits
This class will explore various aspects of big data analytics. Discover tools, technology, applications, use cases and research directions in industry. Initially it will explore challenges in big data and big data analytics. The Big Data Reference Model will be examined. A look at big data analytic tools such as Hadoop, Spark and Splunk will be completed. Looking at predictive models used in analytics and a framework for minimizing data leakage will be explored. Storing big data will be examined plus a study of big data cluster analysis will be done. Finally, non-linear extraction of big data analytics will be described along with data mining and large-scale data clustering.

DAT 599  Data Analytics Capstone 3 credits
Demonstrate an understanding of data analytics through skills developed in this program. This course will afford students the opportunity to showcase a capstone data analytics project of their choice. Students will identify an issue to be resolved, or an opportunity to be exploited through their analysis. Elements from previous courses will be incorporated for research of a chosen topic and suggest potential solutions or future research to be done. Data will be analyzed and visualizations developed through this process. A faculty panel will judge the final capstone project.

DMS 100  Introduction to Ultrasound 1 credit
This course is an introduction to ultrasound basics. It will include a fundamental study of cross-sectional anatomy as it relates to ultrasound imaging, as well as basic scanning principles and ultrasound machine technology. An introduction to ultrasound terminology will also be presented. This course will assist students in beginning to build strong conceptual and scanning skills. (Co-requisites: BIO117, PHY112, MAT165, and ENG120).

DMS 105  Ultrasound Physics 4 credits
This course establishes the foundation for the understanding of physics of sonography and its impact on interpreting data as well as ultrasound physics principles, hemodynamics, bioeffects, and quality assurance. (Prerequisites: BIO117, PHY112, MAT165, ENG120, and DMS100; Co-requisites: DMS120, DMS135, and BIO350).

DMS 110  Abdominal I 3 credits
This course is an introduction to abdominal ultrasound with an emphasis on the role of the diagnostic medical sonographer in practice. The student will have comprehensive discussions of cross-sectional anatomy, liver, and pathology. The student gains experience through participation in scanning labs. 80% is needed in this course to pass the lecture portion of this course. (Prerequisites: DMS120, DMS105, DMS135, and BIO350; Co-requisites: DMS140 and DMS155).

DMS 120  Gynecology I 2 credits
This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Pelvic anatomy, physiology, clinical indications for pelvic imaging, and imaging techniques will be covered in detail. The student gains experience through participation in scanning labs. (Prerequisites: BIO117, PHY112, MAT165, ENG120, and DMS100; Co-requisites: DMS105, DMS135, and BIO350).

DMS 130  Abdominal II 4 credits
This course will provide the intermediate student with an understanding of the gallbladder, urinary system, pancreas, and spleen. This is a continuation of the skills and knowledge acquired in Abdominal I (DMS110). The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS160 and DMS175).

DMS 135  Introduction to Vascular 2 credits
This course is an introduction to the application of vascular ultrasonography. This course provides the basics of the vascular physical principles and instrumentation for pulse-wave and color Doppler. The student gains experience through participation in scanning labs. (Prerequisites: BIO117, PHY112, MAT165, ENG120, and DMS100; Co-requisites: DMS120, DMS105, and BIO350).

DMS 140  Ob/Gyn II 3 credits
This course builds on the knowledge and skills taught in Gynecology I (DMS120). The student will have discussions on first and second trimester, as well as the normal fetal growth and development and fetal anomalies as it applies to the diagnostic medical sonographer. The student gains experience through participation in scanning labs. (Prerequisites: DMS120, DMS105, DMS135, and BIO350; Co-requisites: DMS110 and DMS155).
DMS 150  Small Parts 2 credits
This course is a continuation of Abdominal II (DMS130), and provides the advanced student with comprehensive discussions on small parts anatomy, which includes the thyroid, breast, prostate, and scrotum. The student gains experience through participation in scanning labs. (Prerequisites: DMS130, DMS160, and DMS175; Co-requisites: DMS180).

DMS 155  Vascular I 3 credits
This course builds on the knowledge and skills learned in Introduction to Vascular (DMS135). This course provides an in-depth study of the vascular structures in the human body, physical principles and instrumentation for color Doppler. Emphasis is placed on understanding anatomy, vascular physics, hemodynamics, and vascular disease. The student gains experience through participation in scanning labs. (Prerequisites: DMS120, DMS105, DMS135, and BIO350; Co-requisites: DMS110 and DMS140).

DMS 160  Ob/Gyn II 2 credits
This course is a continuation of Gynecology I (DMS120) and Ob/Gyn II (DMS140), and provides the advanced student with comprehensive discussions in the third trimester, fetal anomalies, and biophysical profiles. The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS130 and DMS175).

DMS 175  Vascular II 3 credits
This course builds on the knowledge and skills taught in Introduction to Vascular (DMS135) and Vascular I (DMS155). This course provides the intermediate student with a more extensive understanding of vascular anatomy, carotid, and abdominal examinations. The student gains experience through participation in scanning labs. (Prerequisites: DMS110, DMS140, and DMS155; Co-requisites: DMS130 and DMS160).

DMS 180  Special Procedures and Patient Care 1 credit
A study of interventional procedures is emphasized. Students will review ultrasound films and compose differential diagnoses. Students will research a disease and also enhance skills by using terminology related to sonography. The course introduces the student to basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine and emergency patient care is discussed, as well as universal precautions. (Prerequisites: DMS130, DMS140, and DMS155; Co-requisites: DMS130 and DMS160).

DMS 200  Medical Law and Ethics 3 credits
This course is designed to define the sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system. (Prerequisites: Acceptance to the Diagnostic Medical Sonography Program, DMS 100).

DMS 250  Comprehensive Review, Diagnostic Medical Sonography 3 credits
This course which integrates the range of skills and knowledge the student has gained in Vascular, Abdomen, and Ob/Gyn sonography. Course content will focus on Abdomen and Ob/Gyn with a comprehensive review of Lecture material learned in previous quarters. Students will complete an abdominal and pelvic proficiency. Final preparation for entry into clinical setting. (Prerequisites: DMS150 and DMS180).
Digital Marketing (DMCX)

DMCX 300  Social Media Marketing 3 credits
The average consumer spends nearly 2.5 hours per day on social media sites so it is no surprise that having a presence on social media has become a vital component of marketing strategy. Social media marketing allows marketers to connect with customers in unique and powerful ways and so a strong understanding of how social media is used as part of a comprehensive marketing strategy has become a necessity for anyone wishing to enter the field. This course explores how to effectively use social media to move consumers to action in myriad contexts. By the end of this course, students will be comfortable with the principles of social media marketing strategy, and will be able to integrate social campaigns into an effective marketing plan.

DMCX 350  Email Marketing 3 credits
Email marketing is one of the primary avenues by which modern businesses drive customer acquisition. This course will teach students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation. Students will learn how to write emails that drive customers to take desired actions, and how to structure email campaigns for maximum effect. This course will ask students to build their own marketing campaigns to advertise an imaginary product, and to evaluate and improve existing email campaigns.

DMCX 400  Search Engine Optimization/Search Engine Marketing (SEO/SEM) 3 credits
When a potential customer is looking for a product, how do they find the right one? Often times, they’ll ask Google or other search engines. Search Engine Optimization (SEO) and Search Engine Marketing (SEM) help companies become more visible to customers by ensuring that they are among the first companies someone sees when doing initial research. This course is intended to introduce students to the concepts of Social Media Marketing and Optimization, and teach them how to use these tools to drive top-of-funnel growth, also known as lead generation.

DMCX 425  Marketing Analytics 3 credits
Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

DMCX 450  Viral and Organic Growth 3 credits
Viral and Organic growth have become the gold standard by which content marketing efforts are judged. This type of growth is highly valuable, because it tends to be relatively cost-efficient, and drives brand heat. Companies which generate content that spreads through the internet with minimal effort and cost are among the most successful at growing their brand awareness and consumer base. This course is intended to teach students what drives users to share content, how to build shareable content, and how to run contests and build content marketing plans that lead to viral or organic growth.

Dissertation (DIS)

DIS 7001  Dissertation I 2 credits
The first of five dissertation courses. Students further develop the dissertation and complete their comprehensive examination.

DIS 7002  Dissertation II 3 credits
The second of five dissertation courses. Students complete their dissertation proposal.

DIS 7003  Dissertation III 3 credits
The third of five dissertation courses. Students begin to collect and analyze the data for their dissertation.

DIS 7004  Dissertation IV 3 credits
The fourth of five dissertation courses. Students complete the collection and analysis of the data for their dissertation.

DIS 7005  Dissertation V 3 credits
The fifth of five dissertation courses. Students complete and defend their dissertation.

DIS 7011  Dissertation Continuation I 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

DIS 7012  Dissertation Continuation II 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

DIS 7013  Dissertation Continuation III 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

DIS 7014  Dissertation Continuation IV 1 credit
Dissertation Continuation courses are required for students who do not complete and defend their dissertation by the end of ED 7005. The course allows students to extend the timeframe to finish while still maintaining a student status.

Early Childhood (ECC)

ECC 180  MN EC Educators Conf 1 credit
Join the faculty of Concordia University and the Minnesota South District for this annual conference. Choose from over 60 sectionals with tracts geared for infants, toddlers, preschool, kindergarten, primary, school age, administrator as well as general topics to update your knowledge, exchange ideas, and reaffirm your commitment to the education of young children. For more information and conference register see the website: www.csp.edu/earlychildhood or call 651-641-8857.

Early Childhood Education (ECE)

ECE 321  Preschool Education 2 credits
The focus of the course is on developmentally appropriate practices across all curricular areas and developmental domains for three to five-year-olds.

ECE 322  Kindergarten Endorsement Methods 2 credits
Students learn how to design developmentally appropriate learning environments, activities, and strategies for intentional teaching in all curricular areas.

ECE 323  Kindergarten Education 2 credits
The focus of the course includes the development of appropriate learning environments, schedules, routines, learning experiences, and teaching strategies, incorporating all curricular areas and developmental domains.
ECE 324  Language Development and Emergent Literacy 3 credits  
This course prepares educators and allied professionals to guide young children through the process of language acquisition and emergent literacy.

ECE 325  Education of Infants and Toddlers 3 credits  
This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development.

ECE 326  Building Primary Classrooms 3 credits  
Emphasis is placed on an understanding of the history, goals, and current trends in the education of primary children. The focus of the course includes the development of a creative primary learning environment and strategies in achieving the standards set by the State of Minnesota.

ECE 425  Young Children with Special Needs 2 credits  
This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique special needs of individual children in the early childhood setting.

ECE 426  Organization and Administration of Early Childhood Education 1 credit  
This course focuses on the following administrative topics: responsibilities of the early childhood director, supervision, and evaluation of staff, staff development, budgeting, and finances, health maintenance, and safety, parent involvement, and public relations. (Prerequisite: PSY 210)

ECE 427  Authentic Assessment and Guidance in ECE 3 credits  
Students will examine the various methods authentic assessment strategies as a way to assess children's knowledge and skills. Additionally, classroom management strategies will be explored.

ECE 520  Effective Research Writing 3 credits  
This course will emphasize the difference between academic writing for a master's program and writing for personal use. APA Formatting will be emphasized, strategies for developing a literature review, and writing for academic use will be included.

ECE 521  Topics & Research in Early Ed 3 credits  
This course will explore the current research in early education focusing on the theme of evidence based practices by integrating theory with the activities of teacher researchers. Current empirical studies will be used to apply and understand research methods.

ECE 522  Play: Theoretical Foundations and Applications 3 credits  
This course is a study of the various theoretical foundations of play and their application to young children's development and learning. Students examine the role of the teacher in children's play, analyze play environments, and review the issues and research affecting children and curricula.

ECE 526  Curriculum and Instruction in Early Childhood Education 3 credits  
Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.

ECE 527  Observation and Assessment in Early Childhood Education 3 credits  
The various methods of child study, observation, portfolio development, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

ECE 541  The Diverse Classroom 3 credits  
This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

ECE 544  Language Development and Emergent Literacy 3 credits  
Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

ECE 576  Methods, Advocacy, and Leadership in ECE 3 credits  
A focus on effective programming methods, advocacy, and leadership in Early Childhood Education.

ECE 577  eFolio and Completion 3 credits  
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will complete, present, and discuss the final M.A. Capstone eFolio.

Echocardiography (ECH)

ECH 100  Clinical Practicum I 1 credit  
This course is provided as an opportunity for the student to perform portions of the echo exam, positions, transducer placement and terminology in the clinical setting alongside a clinical instructor. The student will apply the skills learned in Foundations of Echo scan lab in the clinical setting. This opportunity will provide the student clinical environment observation, clinical application of echocardiography and interaction with sonographers, nurses and physicians within the echo lab. (Prerequisites: BIO115, PHY112, MAT165, ENG120, and DMS100. Co-requisites: ECH110, ECH115, and BIO350).

ECH 105  Ultrasound Physics 4 credits  
This course establishes the foundation for the understanding of physics of sonography and its impact on interpreting data as well as ultrasound physics principles, hemodynamics, bioeffects, and quality assurance. (Prerequisites: ECH110, ECH115, ECH100, and BIO350; Co-requisites: ECH155 and ECH150).
ECH 110 Foundations of Echocardiography 4 credits
This course will cover the history of echocardiography and where/how it plays a role in the hospital and clinic setting. They will learn about the echo machines and their different make/models. This course will provide an understanding of the machine instrumentation, the different make/models and the different knobs along with their functionality. Recognition of cardiac anatomy on an echocardiogram and identifying proper 2-D, M-Mode and Doppler techniques and assessment of systolic and diastolic function. This course will cover; maintaining infection control and utilizing standard precautions. Demonstrating age related competencies (ie; adults, pediatric and obstetric patients). Demonstrating appropriate techniques in intensive care environments (ancillary equipment, central venous lines, ET tubes, respiratory ventilators, etc.). Identifying life threatening situations and implementing emergency care as permitted; Emergency conditions and procedures, first aid and resuscitation techniques). Proper patient positions and transferring. Professionalism and communication skills within a health care setting. An introduction to basic cardiac medications. Overview of Allina's Commitment to Care. The student gains experience through participation in scanning labs. (Prerequisites: ECH110, ECH115, and BIO350). 

ECH 115 Cardiovascular Anatomy & Physiology 3 credits
This course will provide an understanding of the embryologic and fetal cardiac development, cardiac chambers, valve anatomy and dynamics, coronary artery anatomy and the relationship of the chambers and the great vessels. They will learn the hemodynamics of the cardiovascular system, ventricular function, pre load and after load conditions and understanding how the conduction system affects the chambers and their function. Students will be able to demonstrate knowledge of normal and abnormal cardiac anatomy and physiology. (Prerequisites: BIO115, PHY112, MAT165, ENG120, and DMS100; Co-requisites: ECH110, ECH100, and BIO350).

ECH 150 Clinical Practicum II 2 credits
The intent of this course is to provide the student with an opportunity to perform portions of an echo exam (progression from previous semesters scanning portion), review position, transducer placement, and terminology in the clinical setting. Two-dimensional (2-D) and Doppler skills learned in Foundations of Echocardiography and Adult Echo will be applied in the clinical setting. This opportunity will provide the student clinical environment observation, clinical application of echocardiography and interaction with sonographers, nurses and physicians within the echo lab. At the end of the semester the student will be able to scan a complete 2D echo within 60minutes. (Prerequisites: ECH110, ECH115, ECH100, and BIO350; Co-requisites: ECH155 and ECH105).

ECH 155 Adult Echocardiography I 5 credits
This course is provided to learn the basics of cardiomyopathies, coronary artery disease, systemic disease that affect the cardiovascular system, pericardial diseases, pulmonary hypertension, cardiac mass/ tumors and diseases of the great vessels. Students will learn 2D, M-Mode and Doppler techniques to interrogate the valvar diseases that coincide with those pathologies as well as organic valvar disease. This course will also cover the congenital abnormalities/corrections that may be seen in an adult echo lab (VSD/ASD/repairs). The student gains experience through participation in scanning labs. (Prerequisites: ECH110, ECH115, ECH100, and BIO350; Co-requisites: ECH150 and ECH105).

ECH 200 Medical Law and Ethics 3 credits
This course is designed to define the sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system. (Prerequisites: Acceptance to the Diagnostic Medical Sonography Program and DMS 100).

ECH 225 Clinical Practicum III 3 credits
This course will primarily focus on development of students clinical skills for 2-Dimensional and Doppler echocardiography. Clinical Practicum III is devoted to clinical training, allowing students an opportunity to apply didactic classroom instruction and develop their clinical skills. Students will begin to integrate the clinical and echo findings and identify final impressions related to the echo exam. Observational rotations will include intraoperative TEE, Outreach echocardiography, Stress Echocardiography, TEE and contrast echocardiography. 3D and strain rate echocardiography and the role of the sonographer for each procedure will also be included in this course. (Prerequisites: ECH155, ECH150, ECH105; Co-requisites: ECH225).

ECH 250 Special Procedures 4 credits
his course will introduce other imaging modalities such as; Nuclear, CT and MRI and what information they can provide about the heart. It will focus on special procedures that involve echocardiography and the sonographers role. These procedures include; transesophageal echocardiogram, intraoperative procedures, pericardiocentesis, cardiac catheterization procedures, LVAD device interrogation and structural heart imaging. This course will also include an overview of 3D and Strain; their meaning and the sonographers role for each. (Prerequisites: ECH255, ECH225; Co-requisites: ECH275, ECH250).

ECH 255 Adult Echocardiography II 4 credits
This course will focus on case reviews and the integration of all 2-D and Doppler data. Students will be able to demonstrate application of echocardiographic data and recognize discrepancies in data, ability to identify key findings, ability to create a preliminary report, and effectively communicate the echo findings to the reviewer. (Prerequisites: ECH155, ECH150, ECH105; Co-requisites: ECH225).

ECH 275 Stress and Contrast Echocardiography 3 credits
This course will provide the student with the necessary knowledge regarding common lab values, ECG, and basis cardiac pharmacology along with a thorough understanding of the different types of stress tests performed in an echocardiographic laboratory and the technical aspects of the digitizing equipment. The role of the sonographer for each procedure will be identified. Students will develop an in-depth understanding of exercise echocardiography and the use of Dobutamine and contrast during a stress echo. At this time, students will be introduced to contrast use in special procedures class. Students will also be introduced to starting peripheral IV’s. This will be combined with learning about Bubble Studies and contrast echocardiograms. (Prerequisites: ECH225, ECH225; Co-requisites: ECH275, ECH250).
ECH 280 Clinical Practicum IV 3 credits
Clinical Practicum IV will continue to develop the student's clinical skills and enhance their echocardiographic hemodynamic assessment. The focus of the term will be the ability to integrate 2-D and apply echo data in an accurate patient report. Clinical Practicum IV will introduce students to transesophageal echocardiography, congenital echocardiography and to the field of stress echocardiography. (Prerequisites: ECH225, ECH226; Co-requisites: ECH275, ECH250).

ECH 290 Clinical Practicum V 5 credits
During Clinical Practicum V, the students will apply previous didactic and clinical training to complete a quality echocardiographic examination. Students will be responsible for integrating echo data, preparing preliminary echo findings and delivering the report. (Prerequisites: ECH275, ECH250; Co-requisites: None).

Economics (ECO)

ECO 101 America in the Global Economy: Macroeconomics 4 credits
This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States role in their development.

ECO 102 Microeconomics 2 credits
This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will first introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy.

ECO 401 Global Economics 4 credits
This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets. (Prerequisite: FIN 301 and Minimum grade of C in ECO 101)

ECO 498 Internship: 1-16 credits

Education (ED)

ED 201 Foundations of and Introduction to Education 3 credits
This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Admission to the Teacher Education program is completed in this course.

ED 202 Critical Dispositions for Teachers 1 credit
This course is intended for transfer students who have previously taken an introduction to teaching course. It serves as an introduction to Concordia University's teacher education program including the rationale and procedures for admission to the program and steps necessary for completion. Admission to the Teacher Education program is completed in this course.

ED 290 Language and Society 4 credits
This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.

ED 330 Human Diversity and Relations 2 credits
Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

ED 334 Methods in Teaching Elementary Physical Education (Grades K-5) 4 credits
In this course students learn the principles of effective instruction in physical education for K-5. (Prerequisite: ED 344)

ED 335 Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12) 4 credits
In this course students learn the principles of effective instruction in physical education for grades 6-12. (Prerequisite: ED 344)

ED 336 Educational Psychology 3 credits
This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment.

ED 342 Teaching Literacy 4 credits
A study of the content, philosophy, materials, research, and strategies related to literacy in the K-6 classroom. (Prerequisite: ED 344)

ED 344 The Effective Teacher 3 credits
The planning, instructional strategies, and assessment that have wide application to effective teaching are examined.

ED 348 Second Language Acquisition 4 credits
This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

ED 351 Teaching Grades 9-12 Mathematics 4 credits
This course emphasizes the content and methods for teaching secondary mathematics. The course includes curriculum design, effective instructional strategies, methods of using technology to enhance student learning, procedures for assessment of student learning, and a high school field experience. (Pre-requisites: MAT 110, MAT 135, and ED 344)

ED 352 Teaching Grades 9-12 Social Studies 2 credits
In this course students learn instructional strategies for effectively teaching social studies in grades nine through 12. (Prerequisite: ED 344 Effective Teacher)

ED 353 Teaching Grades 9-12 Science 2 credits
In this course students learn instructional strategies for teaching science in grades nine through 12. (Prerequisite: ED 344)
ED 355  Teaching Grades 9-12 Communication Arts / Literature 2 credits
In this course students learn instructional strategies for teaching literature, speech, communication, and composition in grades nine through 12. (Prerequisite: ED 344)

ED 356  Teaching Elementary Science and Environmental Education 2 credits
In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science. (Prerequisite: ED 344)

ED 357  Teaching Elementary Social Studies 2 credits
This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

ED 360  Content & Mthd for K-6 Mathema 4 credits
This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: ED 344)

ED 371  Teaching Practicum 1-4 credits
This course provides an early field experience for students prior to student teaching.

ED 375  Teaching Practicum: Kindergarten Endorsement Methods Field Experience 1 credit
This field experience supplements the Kindergarten Endorsement Methods course. The field experience is completed with a cooperating teacher at the Kindergarten level and often in diverse and urban classrooms. The course is taken upon completion of ECE 322.

ED 382  Foundations for Instructional Strategies for English Learners 3 credits
This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

ED 389  Instructional Strategies for English Learners 4 credits
This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff. (Prerequisite: ED 344 and ED 382)

ED 390  S.E.A.T. Seminar 1 credit
This course provides opportunities for the student in the S.E.A.T. program to share cultural experiences, develop skills to navigate the teacher education program, and to ensure successful induction into the profession.

ED 410  Health Methods and Strategies 3 credits
This course is designed to give students the basic principles of effective instruction in health education at the middle and secondary school levels. (Prerequisites: ED 344)

ED 418  Adult Education and Development 4 credits
An overview of adult learning including theories of development, psychological perspectives, program development, and teaching strategies. (Prerequisite: upper level standing)

ED 439  The Inclusive Classroom 2 credits
Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms.

ED 448  Teaching Methods for Elementary/Middle School Movement Education 1 credit
In this course students learn the basic principles of effective instruction in movement education at the elementary and middle levels. (Prerequisite: ED 344)

ED 454  Teaching the Faith 2 credits
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religious curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)

ED 464  Student Teaching Parent & Family Education and Capstone Seminar 4 credits
Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents.

ED 470  Health Education for Teachers 2 credits
This course investigates personal and community health issues facing today's school-aged children and adolescents.

ED 471  Student Teaching 1-16 credits
Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.

ED 472  Student Teaching 1-16 credits

ED 475  Teaching 5-8 Mathematics 1 credit
This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

ED 476  Teaching Grades 5-8 Social Studies 1 credit
In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching social studies in grades five through eight. (Prerequisite: ED 344)

ED 477  Teaching Grades 5-8 Communication Arts and Literature 1 credit
In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching literature and the communication arts skills of reading, writing, speaking, listening, media literacy in grades five through eight. (Prerequisite: ED 344)

ED 478  Teaching 5-8 Science 1 credit
This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

ED 481  Introduction to Developmental Adapted Physical Education 2 credits
Leamers study disorders that limit student participation in physical education and the adapted developmental approach to addressing the needs of these students in physical education.
ED 485  Assessment of ESL Students 2 credits
This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

ED 487  Reading Across the Content Areas 3 credits
This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum. (Prerequisite: ED 344)

ED 488  Independent Study 1-16 credits

ED 498  Internship 1-16 credits

ED 502  Educational Issues 3 credits
A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation’s educational system, the teaching profession and the future of American education.

ED 503  Effective Communication for Educators 3 credits
This course will focus on providing foundational communication skills for educators. All coursework is based on an integrated skills approach with listening, speaking, reading, writing, and grammatical components. Course content focuses on the exploration of U.S. educational systems for students at all levels who study in various physical environments. Students will visit schools. The application of the content in response to the fieldwork will give the student a familiarity with conversational American English, as well as an integration of the common grammatical structures of colloquial English in writing, reading, speaking, and listening. It is further designed to prepare students for academic success in U.S. college degree programs through a final written project to be presented orally.

ED 506  Community Learning Laboratory 3 credits
Students are presented with rich opportunities to engage with kindergarten through grade 12 administrators, teachers, and students in a variety of settings. Topics include research supported findings in the following: learning and human development, teaching strategies, and personal qualities.

ED 507  Diversity in Education 3 credits
A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

ED 508  Legal and Ethical Issues in Education 3 credits
A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.

ED 512  Ethical Issues for Professional Educators 3 credits
A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

ED 513  Issues and Ethics in Education 3 credits
This course examines the complex issues facing diverse K-12 school systems, and the educator’s role in addressing the issues while implementing ethical, culturally responsive, equitable, and inclusive practices that support all learners.

ED 514  Psychology of Learning and Teaching in Schools 3 credits
An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

ED 516  Family Systems for Educators 3 credits
This course engages students in exploring the best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

ED 517  Research and Academic Writing 3 credits
A survey of research skills and academic writing.

ED 520  Research and Academic Writing 3 credits
A survey of qualitative and quantitative research methods and their applications to educational research.

ED 521  Educational Research and Applications 3 credits
A survey of qualitative and quantitative research methods and their applications to educational research.

ED 522  Educational Foundations and Ethical Issues 3 credits
Learners focus on the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice are constructed. Emphasis is placed on ethical issues related to the field of education.

ED 530  Human Diversity & Relations 2 credits
This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour community service field experience that satisfies a portion of the university’s human relations requirement is included and required.

ED 535  Introduction to Teaching Children 3 credits
Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia’s teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

ED 537  Inclusion in Diverse Classrooms 3 credits
Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

ED 539  Legal and Legislative Issues 3 credits
This course will deal with law and legislation that affects early childhood education. Children and childcare are presented as issues of public policy. The skills and strategies of child advocacy are discussed and students are challenged to become active in public advocacy for children.

ED 543  Introduction to Field Experience: Instructional Strategies 3 credits
This course prepares learners in developing an understanding of the instructional strategies and leadership skills necessary for teaching and leading in multiple school settings.

ED 544  Field Experience I 3 credits
This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

ED 545  Field Experience II 3 credits
This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.
ED 546 Field Experience III 3 credits
This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

ED 547 Emergent Language Acquisition and Development 3 credits
The process of emergent language acquisition and development is studied. Literacy strategies are explored, modeled, and experienced. Methods for working with English language learners are addressed.

ED 548 Content and Methods of K-6 Literacy I 3 credits
A study of the content, philosophy, materials, research, and strategies related to emergent literacy in the K-6 classroom.

ED 549 Effective Teaching 3 credits
This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom management, and others.

ED 550 Content and Methods for Teaching K-6 Mathematics 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of mathematics in the K-6 classroom.

ED 551 Content and Methods for Teaching K-6 Science 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of science in the K-6 classroom.

ED 552 Content and Methods for Teaching K-6 Health and Movement 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of health and movement in the K-6 classroom.

ED 553 Content and Methods for Teaching K-6 Social Studies 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of social studies in the K-6 classroom.

ED 554 Curriculum & Instruction 3 credits
A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.

ED 555 Content and Methods for Teaching K-6 Art and Music 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of art and music in the K-6 classroom.

ED 556 Supervision and Improvement of Instruction 3 credits
Theory and practice of supervision of educational programs and personnel with a focus on improvement.

ED 557 Content and Methods of K-6 Literacy II 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

ED 560 Clinical Experience and Professional Foundations K-6 1-6 credits
This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom.

ED 582 Ethics for Educators 3 credits
This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

ED 590 Conducting Research and Completing the Capstone 3 credits
A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

ED 591 Completing Thesis-Option Capstone 1 credit
A review and critical analysis of current educational research with application of active research by the student on a specific question that relates to the program essential question resulting in a thesis-option capstone for publication.

ED 7000 Introduction to Advanced Graduate Education 3 credits
This course will be an introduction to advanced graduate programs that include an Educational specialist (Ed.S.) degree and an Educational Doctorate (Ed.D.) degree. Units of study will emphasize research, writing, presentations, and fiscal policy. Legal concerns, etc. In addition, discussions and assignments related to current issues in education will be a major component of this seminar.

ED 7001 Principal Leadership in 21st Century Schools 3 credits
This course is designed for individuals who desire to pursue a principal position in the future. The primary focus is on the knowledge and skills of leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

ED 7002 HR for Principals 3 credits
This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

ED 7003 Principal's Role in Instructional Supervision 3 credits
This course investigates the role of the principal relevant to the supervision of instruction and evaluation of teacher performance for the purpose of instructional improvement. A variety of theoretical models for instructional supervision will be reviewed along with their pros and cons. Students will practice supervisory and evaluative strategies.

ED 7004 Data Use and Analysis for Principals 3 credits
This course will provide the learner an opportunity to use data to inform decision making at the principal level by providing a link between research and practice. Using actual data from their school or district students will learn and use statistical data to create a school improvement plan (SIP) and present it as a project in the course.

ED 7005 Principals and the Facilitation of Change 3 credits
This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level. It will consider aspects of change in well managed schools that focus on diverse learner needs as well as safe learning environments that promote a culture of excellence.

ED 7006 Legal Issues for Principals 3 credits
This course examines the reality of legal issues that the everyday principal must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

ED 7007 Finance and Business Management for Principals 3 credits
This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.
ED 7008 Ethics and Interpersonal Effectiveness for Principals 3 credits
This course is designed to have potential principals examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

ED 7009 Elementary Level Internship 2 credits
In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the elementary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7010 Middle Level Internship 2 credits
In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the middle level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7011 Secondary Level Internship 2 credits
In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the secondary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7012 Principal Internship 4 1.5 credits
This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

ED 7013 Teaching Internship 4,8 credits

ED 7031 Superintendent Leadership in 21st Century School Districts 3 credits
This course is designed for individuals who desire to pursue a superintendent position in the future. The primary focus is on the knowledge and skills of school district leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools districts.

ED 7032 HR Issues for Superintendents 3 credits
This course examines the human resources available to superintendents and related fiscal issues. It examines the functions and practices in school systems that superintendents deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

ED 7033 Legal Issues for Superintendents 3 credits
This course examines the reality of legal issues that the superintendent must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to faculty, students, and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

ED 7034 School District and Community Relations for Superintendents 3 credits
This course focuses on PK-12 school districts developing and sustaining district, family, and community relationships based on collaborative initiatives that help all children learn. Emphasis is placed on selected issues, including communication with the diversity of internal and external publics, including older adults, employee associations, governing boards, parents, and students.

ED 7035 Data Use and Analysis for Superintendents 3 credits
This course will provide the learner an opportunity to use data to inform decision making at the district office level by providing a link between research and practice. Using actual data from their district students will learn and use statistical data to create a district improvement plan (DIP) and present it as a project in the course.

ED 7036 Critical Issues and Analysis of Public Policy for Superintendents 3 credits
Educational policy-making processes are examined at the macro (national, regional and state) and micro (local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.

ED 7037 Superintendents and the Facilitation of Change 3 credits
This course focuses on theories and strategies for leading change in the educational setting at the district office level. Emphasis is placed on systemic change within the district. It will consider aspects of change in well managed school districts that focus on diverse learner needs, legal accountability, and safe learning environments that promote a culture of excellence.

ED 7038 Ethics and Interpersonal Effectiveness for Superintendents 3 credits
This course is designed to have potential superintendents examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school district administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

ED 7039 Superintendent Internship 2-6 credits
In this course, candidates for a Minnesota District Superintendent License apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7040 Leadership and Scholarship I 3 credits
This is the first in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to analyze scholarly literature to advance their academic writing.
ED 7041 Leadership and Scholarship II 3 credits
This is the second in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership.

ED 7042 Human Resource Management in Today's 21st Century Organizations 3 credits
This course is designed so students will develop an understanding of the significance of human resources available to leaders and related fiscal issues they will examine the current application, research and theoretical perspectives on human resources management practices in an educational setting. Particular attention will be given to the scholarly evaluation of theoretical and practical issues addressed by educational leaders. This course will provide an overview of strategies HR and the leaders' role in acquiring, developing, rewarding and managing the performance of talent in a highly complex academic environment. Moreover, this course will address important topics on staff relations and legal issues as they related to managing staff.

ED 7043 Leadership Exemplars 3 credits
This course is design for students to study in-depth the attributes for leaders who have affected change and examine their methodologies to effect change. Students will examine such areas as what characteristics those leaders demonstrated, their problem solving strategies and how they created a culture of change. This course will examine how leadership can impact an organization’s culture, structure, productivity, decision making, and resource allocation. It will examine not only the difference between management and leadership but also more effective in today's educational organizations. The course will examine the impact of capital, planning, staffing finances and visioning. It will examine the many challenges educational leaders face in a constant changing environment.

ED 7044 Leading Change in Today's Organizations 3 credits
This course will examine the dynamics that influence the leadership of Real time/Relevant organizations, including such variable as changing demographics, workforce, economics, and technology. It will examine how leaders must not only be cognizant of these dynamics but must also develop strategies to address them.

ED 7045 Advanced Leadership Ethics 3 credits
This course is designed to understand the moral and ethical imperative that faces leaders. It examines the virtues constructs of a leader, and how to resolve conflicts between personal ethics and organizational ethics. Moreover to apply and address complex ethical issues.

ED 7046 Leadership and Scholarship III 3 credits
This is the third in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership. A literature review is required.

ED 7047 Influences and Assessment of Public Policy 3 credits
This course equips students with the ability to analyze interactions and influences among various policies and organizations. Students learn to analyze power structures and ethics, with a particular emphasis on assessing policy through an equity lens.

ED 7048 Organizational Theory 3 credits
This course provides students with the theoretical perspectives and issues of organizational decision-making, communication, and identity. Students engage with the various leadership strategies and approaches of organizational theory and do so by exploring case studies.

ED 7049 Introduction to Concordia Educational Leadership Approach 2 credits
This course is designed to provide students with the framework and key areas of emphasis within the Concordia doctoral program in order for them to understand the commitment, the mindsets and skillsets essential for equity-focused, ethically-driven, reflective servant leadership. This course is also designed to provide the students with the skills to: a) develop a research plan, b) develop a line of research, c) understand the use of research methodology, d) conduct a scholarly literature review, e) conduct a comprehensive literature review, f) begin to develop a research topic, g) begin to develop a framework of a dissertation proposal, and f) and begin to develop an IRB for approval.

ED 7050 Leadership and Civil Discourse in the Public Arena 2 credits
This course is designed to provide students with the insights, skills, and tools necessary to effectively lead with an equity lens (in an often uncivil society) and effect positive change in policy and practice. This course is also designed to provide students with the knowledge base of the requirements to be considered a doctorate candidate and the expectations that come with that candidacy. In addition, students will have the opportunity to work individually with their dissertation chair to continue their progress towards completion of their dissertation. (Prerequisite: Minimum 27 earned EDc credits, including ED 7049)

ED 7051 Overview of Research Methodology 3 credits
This course is designed to provide the student with an overview of the methods of research methods. Students will be an introduced to how to conduct research, what research is, and how to conduct analysis. Students will use this class as an opportunity to refine and expand on their research topic and dissertation proposal.

ED 7052 Quantitative Research Methods 3 credits
This course is designed to offer an overview of quantitative research methods. Areas to be addressed in this course are sampling, measurements and instrumentation, research design, and conducting an analysis. The course addresses developing research questions and hypotheses, selecting research methods, and supporting conclusions for research. Compute assisted data analysis will be applied. Such specific content will be: a) understanding the deviations and correlations, b) relations among variables, c) reliability and validity, d) statistical inferences, e) regression analysis, f) use of most recent edition of SPSS, and g) factor analysis. A requirement of this course will be for students to develop a research design using the quantitative methodology.

ED 7053 Qualitative Research Methods 3 credits
This course is designed to offer investigations into traditional and exploratory processes of qualitative research, and will provide the critical analysis tools necessary for doing such research. Doctorate candidates will develop skills in the examination and critique of traditional qualitative methodology such as: a) sampling, b) instrumentation, c) determine authenticity, d) data collection, e) data analysis, and f) research format. Students will explore and study such genres as, but not limited to case study, and narrative inquiry. A requirement of this course will be for students to develop a research design using the qualitative methodology.

ED 7054 Written Comps 0 credits
This course is designed for the student to demonstrate their writing skills and ability to articulate a comprehensive thought that captures the theoretical constructs presented in the course content.
ED 7055  Doctorate Field Experience/Research 3 credits
This course is designed for doctorate students to engage in a Doctorate Field Experience/Research in an organization of their choosing that will enhance their research agenda. They will develop an understanding of how organizations function.

ED 7056  Elective Research Methods 3 credits
This course is designed for students to select a research methodology that is in alignment with their proposed research. They will study in depth this design and will begin to develop and prepare for their dissertation proposal.

ED 7057  Adult Learning Theories and Foundations 3 credits
This course is designed for students to examine and understand the methods, strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as educational leaders in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

ED 7058  Strategies for Adult Learning 3 credits
This course is designed for students to examine and understand the methods, strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as educational leaders in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

ED 7059  Strategic Advancement 3 credits
This course is designed so students will select a research methodology that is in alignment with their proposed research. They will study in depth this design and will begin to develop and prepare for their dissertation proposal.

ED 7070  Ethical Leadership 3 credits
This course is rooted in the mission of Concordia University and focuses on the role of leadership defined by ethical beliefs and values of self, society, and one's organization. Situational case studies are used to develop moral decision-making skills. Key components of the first chapter of the dissertation are developed.

ED 7071  Director of Special Education Leadership in 21st Century School Districts 3 credits
This course is designed for students to examine and understand the methods, strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as educational leaders in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

ED 7072  HR Issues for Directors of Special Education 3 credits
This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

ED 7073  Legal Issues for Directors of Special Education 3 credits
This course examines the reality of legal issues that Directors of Special Education must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail. A case study focus will drive the class discussions.

ED 7074  Program Policies and Inclusionary Leadership 3 credits
This course is designed for students to acquire the knowledge necessary to lead change in educational institutions. Student achievement will be measured by demonstrating competencies in the following areas: 1) Philosophical underpinnings, educational foundations, and educational principles that influence an institution's ability to change; 2) Mission's and visions of institutions such as high schools, technical colleges, and higher education institutions and how they influence the institution; 3) Influences that global society, technology, and demographics have on educational institutions; 4) The need for innovations to be established within these institutions.
ED 7075 Data Use and Analysis for Directors of Special Education 3 credits
This course will provide the learner an opportunity to use data to inform decision making at an administrative level. Learners will engage in data collection, root cause analysis, research methodologies, ethical practices, and communication of results to an appropriate audience. Students will collect and analyze real data from a school or district. Based on their research and analysis, the student will prepare a school improvement plan and/or initiative that could be presented to school leadership and/or community (i.e. superintendent, school board).

ED 7076 Critical Analysis of Educational Policy 3 credits
Educational policy-making processes are examined at the macro (national, regional and state) and micro, local, and institutional levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economic inputs that affect policy formation and implementation.

ED 7077 Special Education Financial Policy and Funding 3 credits
This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school administrators. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.

ED 7078 Ethics and Interpersonal Effectiveness for Directors of Special Education 3 credits
This course is designed to have potential directors of special education examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

ED 7079 Director of Special Education Internship 6 credits
This course is an internship that requires the candidate to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the candidate to become a licensed director of special education in the state of Minnesota. Internships will include 40 hours in an administrative unit not currently employed. Internships will include experiences in single, cooperative and educational districts.

ED 7080 Residency I: Leadership and Problems of Practice 3 credits
This course engages students in a five-day on-campus residency experience to advance their personal equity journey as a leader and to shape their leadership passion into a “problem of practice” for their dissertation. The residency requires learning assignments prior to and following the on-campus time.

ED 7081 Residency II: Dissertation Preparation 3 credits
This course engages students in a five-day on-campus residency experience to advance their scholarly learning through the dissertation. Students complete an outline of their dissertation plan with a focus on methodology and refine their leadership skills focused on equity and servant leadership. The residency requires learning assignments prior to and following the on-campus time.

ED 7082 Research Development 3 credits
This course assists students in refining their research topics, synthesizing relevant research, and writing a draft of Chapter 2 of their dissertation. Students also draft research questions and examine possible research methods.

ED 7083 Qualitative Research Methods 3 credits
This course introduces traditional and exploratory processes of qualitative research, and provides students with the critical analysis tools necessary for doing such research. Students develop skills such as sampling, determining authenticity, data collection, and data analysis.

ED 7084 Research Design 3 credits
This course focuses on research designs and assists students in selecting one in alignment with their proposed research questions. Students advance their understanding of research ethics and data analysis, and draft their dissertation proposal.

ED 7088 Independent Study 0.5-3 credits

ED 7090 Leadership and Scholarship Coaching I 1 credit
This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

ED 7091 Leadership and Scholarship Coaching II 1 credit
This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

ED 7093 Leadership Project 1 credit
This course is only required for students seeking an Educational Specialist degree in Organizational Leadership and not a Doctorate in Education degree. The course is completed after ED 7070 and both residencies, ED 7080 and ED 7081. The course guides students in the development and completion of an applied capstone project aligned to their leadership mission.

Education (EDUX)

EDUX 500 Assessment Literacy 1 credit
This asynchronous, online K-6 course expands on the 2020-2021 PLC/Data Lead Learning Modules. It is designed to build a rich understanding of the power of assessment to drive instruction through the lens of cultural proficiency using modules in Schoology. Participants will examine how a balanced assessment system is foundational in developing a robust body of knowledge about students’ needs and skills. This foundation supports a tiered decision making model leading to the creation of personalized instruction designed to directly target identified academic needs. Participants will examine how various forms of culturally proficient assessment drive instructional insights and decisions. In this 35 hour course we will culminate in a personal plan to effectively integrate a powerful cycle of assessment and instruction to best meet each student’s needs.

EDUX 501 Collaborative Literacy: Using the Tools of Cultural Proficiency to Strengthen our Implementation 1 credit
Participants in this K-6 course incorporate the Tools of Cultural Proficiency with Collaborative Literacy to plan for building a rich community of readers and writers that accelerates growth for each student through intentionally planned whole group lessons, targeted independent practice, and personalized conferring. The first seven weeks of this eight week, 35 hour course will consist of asynchronous learning. In the final weeks of the course participants will engage in a synchronous coaching session at their site in order to integrate new learning and plan for implementation during the upcoming school year.
EDUX 502  Understanding Techquity 1 credit
Techquity describes technology use through the lens of equitable practices. This course will support participants by furthering understanding of how to apply technology and the five essential elements of Cultural Proficiency into instructional equity. Throughout this learning participants will have opportunities to synthesize the five essential elements and the 4C's as a means to enhance strong learning environments and technology use. In this course, participants will engage in seven asynchronous modules in Schoology over the course of eight weeks. This EC-12 course will be designed for participants to earn 1 semester credit through our partnership with Concordia University. Each of the learning modules will be designed to support the content, processing, and application of learning up to 35 hours.

EDUX 503  Activating the Tools of Cultural Proficiency into Practice 1 credit
This EC-12 course is designed to build capacity with the Tools of Cultural Proficiency to create, manage, and sustain equitable change. Individuals will focus on understanding the beliefs, values, and assumptions we hold as educators and create Equity Action Plans that are designed to impact the setting where your work is most closely aligned. We will cover this content over the three phases in the course through a hybrid of 3 synchronous sessions along with 6 asynchronous modules that includes 35 hours of learning.

Education Leadership (EDL)

EDL 507  Human Resources and Diversity 3 credits
A study of leadership and management for human resources and diversity in the work place in the changing environment of contemporary schools.

EDL 550  Leadership and Human Resources Management in Education 3 credits
A study of school leadership and human resource management on the impact of successful learning of all students in educational settings.

EDL 552  Management of Human and Financial Resources 3 credits
A focus on educational leadership theory and practice related to the management of human and financial resources.

EDL 553  Educational Policy and Administration 3 credits
A study of the educational leader’s role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

EDL 556  Supervision and Improvement of Instruction 3 credits
A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

EDL 557  Financial Resources 3 credits
A study of leadership and management of the fiscal resources of contemporary schools.

Educational Technology (ET)

ET 500  Principles of Digital Teaching and Learning 3 credits
A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.

ET 505  Exploring Classroom Technology Tools 3 credits
An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

ET 510  Virtual Classroom 3 credits
The study of various social media modes to engage the learner and enhance instruction.

ET 515  Professional Development and Leadership in Educational Technology 3 credits
A focus on leadership and professional development in planning and integrating educational technology.

ET 520  Field Experience: Course Development 3 credits
Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting.

English (ENG)

ENG 100  Introduction to College Writing 4 credits
This course is designed for students who need writing instruction and practice before enrolling in ENG 120 College Writing. Focusing on correct and clear sentence construction, organized and developed paragraphs, and significant grammar problems, ENG 100 mixes short writing assignments, class discussion, and individual conferences. Students may be required to take ENG 100 based on their English ACT or their verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG 100.

ENG 112  Fundamentals of Writing, ESOL 4 credits
This course, an English for Speakers of Other Languages course, is designed for students whose writing indicates a need to study writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. This may be an elective but it is required for students whose verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG 100.

ENG 120  College Writing 4 credits
The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions. (Prerequisite: Minimum grade of C- in ENG 100 or Test Placement)

ENG 155  Introduction to Literature 4 credits
Introduction to Literature seeks to excite students about literature; to feed students passion about literature; and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.

ENG 220  Applied Grammar 2 credits
To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.

ENG 221  Journalism 4 credits
This course is an introduction to periodical journalism. It focuses on contemporary practices, issues, and ethics of the profession. Students will practice extensive in-the-field reporting and journalistic writing. (Prerequisite: Minimum grade of C- in ENG 120)
ENG 222 Journalism Practicum 1 credit
Journalism II provides an opportunity for "hands-on" experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to The Sword (the Concordia student newspaper) on a regular basis. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.

ENG 227 Column Writing 2 credits
This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns.

ENG 228 Review Writing 2 credits
This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews.

ENG 317 Topics in Literature and History 4 credits
This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature. Prerequisites: ENG 120, ENG 155

ENG 320 Writing in the Workplace 3 credits
Students in this course will examine the conventions of writing in the workplace. The particular topics of the course will vary depending on the semester. Some of the topics covered might include grant writing, copyrighting, writing for the web, public relations writing, or technical writing. (Prerequisite: Minimum grade of C- in ENG 120)

ENG 324 Teaching Writing 1:1 2 credits
Often, the best way to learn something is to teach it to someone else. Students in this course will do just that: improve their own writing, editing, and tutoring skills while helping others express their ideas in writing, develop their own writing voice, and edit their own work. Students will apply what they learn from readings, discussions, and writing assignments by tutoring in the Writing Center each week. (Prerequisite: ENG 120)

ENG 325 Creative Writing 4 credits
This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other's work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities.

ENG 326 Topics in Writing 2 credits
This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.

ENG 330 Young Adult Literature 2 credits
By introducing the student to a wide variety of both traditional and recent literature for young adults, this course helps the student become aware of quality adolescent literature. It includes instruction in oral interpretation of the literature, methods of presenting it in the classroom and planning individualized reading programs for young people of high school age. (Prerequisites: ENG 120, ENG 155)

ENG 338 History and Principles of the English Language 2 credits
This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered in the course will be the development of the English language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers.

ENG 365 British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment 4 credits
The beginning course in the survey of British literature covers the Anglo-Saxon period through the middle of the eighteenth century. Selected readings lead to discussions about the growth of nationalism and its reflection in literary pride and canon formation. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

ENG 366 British Literature II: Romantics, Victorians, Moderns, Post-Moderns 4 credits
The survey of British literature continues with selected writings from the Romantic period through to the present day. Readings cover the rise of the novel, the fight for women's rights and the decline of colonialism. (Prerequisites: ENG 120, ENG 155)

ENG 369 Shakespeare 4 credits
This course offers a study of Shakespeare's work and its relationship to Elizabethan concepts of poetry and rhetoric as well as to gender and imperialism and government. It explores the rich terrain of Shakespeare imaginative world. (Prerequisites: ENG 120, ENG 155)

ENG 375 World Literature I: Western Classical Literature 4 credits
This course examines major authors in the Western literary tradition from the ancient Greeks and Romans through the Middle Ages. Authors include Homer, Aeschylus, Sophocles, Euripides, Virgil and Dante. This course may offer additional material from other early cultures. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

ENG 376 World Literature II: Geographic or Thematic 4 credits
Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, the course will explore themes common around the world in forms distinctive to diverse cultures. (Prerequisites: ENG 120, ENG 155)

ENG 385 American Literature I: Beginnings to 1860 4 credits
Students examine selected works of early American writers with emphasis on Puritanism, literary nationalism, and the period known as the American Renaissance. Along with examining the literature for aesthetic technique, students discuss significant themes and the literary canon as it relates to minority and women writers. (Prerequisites: ENG 120, ENG 155)

ENG 386 American Literature II: 1860-Present 4 credits
Students explore the emergence of local color, realism and naturalism and the fragmentation of modern and post-modern literature between the Civil War and the present. Women and minority writers are important foci. (Prerequisites: ENG 120, ENG 155)
ENG 420 Persuasive Writing on Contemporary Issues 3 credits
Students in this course analyze essays by established writers of expository prose, read articles in current magazines and journals and meet with local writers invited into the classroom. Students also write their own creative non-fiction and keep journals. Both in workshops and in individual conferences, the course asks students to consider their own writing as a process that requires their attention to revising and editing. (Prerequisites: ENG 120, ENG 155)

ENG 425 Creative Writing II 4 credits
This is an advanced course that requires students to probe more deeply into the elements of short fiction, poetry and creative non-fiction. In addition to producing original creative work, students will read a variety of literary texts and selected works on the craft of creative writing. This class will be run as a workshop. (Prerequisites: Minimum grade of C- in ENG 325)

ENG 440 Literary Theory 4 credits
In this course students become familiar with various critical theories about literature including structuralism, deconstruction, cultural criticism (especially as related to third world literature), feminist theory and psychoanalytical theory. It prepares them to read critically and helps them to develop their own critical stances. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155, and an upper level English course)

ENG 487 Topics in Literature 2-4 credits
Topics in Literature offers students an opportunity to study in-depth a literary genre, theme, or movement. Topics will vary from offering to offering. (Prerequisite: ENG 155 or permission of the instructor)

ENG 488 Independent Study 1-4 credits
Independent study offers the opportunity to pursue advanced study in language, literature, or communication. Independent study is open only to students with substantial preparatory course work in the discipline involved.

ENG 490 Seminar in Literature 4 credits
Seminars in literature cover varying topics in greater depth than is possible in a survey class. Recent seminar topics include Virginia Woolf: Her Art and Her Influence; Emily Dickinson: Her Circle and Her Influence; Seminar in the African-American Literary Tradition; and Victorian Secrets. (Prerequisites: Minimum grade of C- in ENG 120 and ENG 155)

ENG 498 Internship 1-12 credits
Students participate in a variety of internship programs in editing, publishing, broadcasting, television and public information under the supervision of the faculty and the director of internships for the company or organization granting the internship. (Prerequisites: ENG 120, ENG 155)

ENG 499 Framing the Literary Tradition 1 credit
This course, taught by all full-time English faculty, for English majors and teacher candidates in language arts, is designed to help the major see patterns in course work. Through review, reading and discussion students will re-examine and synthesize texts and ideas. The English Capstone exam is both written and oral. (Prerequisite: senior year status)

ENG 500 Advanced Workshop I 3 credits
Students will write original creative pieces in their chosen genre and have their work critiqued by their peers and instructor in a workshop setting.

ENG 505 Studies in the Craft of Creative Writing 3 credits
Students will learn to approach writing as a craft, studying the elements of creative writing, such as point of view, character, setting, tone, imagery, etc.
ESL 541  Instructional Strategies for English Language Learners 3 credits
This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

ESL 550  Assessment of English Learners 3 credits
This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

English as a Second Language (ESLX)

ESLX 500  College Readiness for English Language Learners 2 credits
Traditional language instruction can sometimes overlook what English language learners (ELLs) really need to succeed in the classroom and in post-secondary education. For example, writing instruction might focus too much on memorizing grammar rules and not on actually practicing writing. Or reading and listening instruction might involve rote, inauthentic practice lessons rather than how to interact with real lectures and learning materials. This course focuses on equipping teachers with instructional techniques that help your ELL students learn the academic language that they need to succeed in high school and college. In this course, you will develop strategies to enhance ELL students’ ability to read critically, discuss effectively, and cohesively present ideas in writing. You'll be equipped with tools to aid students in achieving a balance of language skills, which allows them to perform on par with their native English-speaking peers. In addition, you’ll explore several examples of research-based lessons and assessments that you can implement in your classroom to provide your students with a framework upon which to build their language skills. Using the tools and techniques from this course, you will be equipped to give your ELL students the practical skills they need to speak, listen to, read, and write academic content alongside their native-speaker peers. This course is offered through Advancement Courses.

ESLX 501  Game-Based Strategies for Language Instruction 3 credits
Every teacher dreams of creating lessons that fully engage their students and help them retain key knowledge and skills. Gamification and game-based learning tap into students’ natural brain processes to create student-centered, fun, and interactive content that will keep students engaged and wanting more. These techniques can be particularly impactful in challenging disciplines such as language instruction. In this course, you will investigate the effectiveness of gamification and game-based learning compared to traditional language instruction. You’ll review a variety of examples of games and how each of them helps to deepen students’ engagement and understanding. In addition, you’ll learn how to incorporate gamed-based strategies into language instruction and how to scaffold and differentiate activities to meet the needs of all learners. Finally, you’ll create a set of games that you can immediately implement in language lessons with your students. Using the resources and techniques from this course, you'll be equipped to knowledgeably integrate game-based strategies into your language instruction to instill vital skills in your students in a fun and exciting way. This course is offered through Advancement Courses.

ESLX 502  Instructional Strategies for Diverse Student Populations 3 credits
Today’s classroom is more diverse than ever before. This diversity enriches the lives of everyone involved, but it can also bring challenges if you and your students do not approach it with the appropriate mindset. In this course, you will learn how to build cultural competence and awareness in both yourself and your students. You’ll discover strategies for building community and differentiating instruction to create a learning environment in which all students can reach their potential. For example, you’ll have the opportunity to examine the demographics of your own state and school district, and to cultivate techniques for getting to know different cultures’ norms and expectations. You’ll learn to create a positive learning environment by reaching and supporting all learners and by helping students build relationships with one another regardless of cultural differences. Using the techniques from this course, you will be able to create a rich, culturally sensitive environment where all students can grow and learn from each other. This course is offered through Advancement Courses.

ESLX 503  Integrating Native and Heritage Speakers in the Language Classroom 3 credits
Linguistic diversity is an ever-increasing reality in the 21st-century classroom. Considering the large influx of immigrant students and the growth of ESL education programs, teachers in all grades and subject areas must be prepared to create culturally diverse classrooms that support and encourage students from a variety of linguistic backgrounds. In this course, you will explore the latest terminology and instructional techniques used to support ESL students and native and heritage speakers in all types of classrooms. You’ll develop strategies for making your classroom more linguistically inclusive and create a toolkit that will help you support these students regardless of their experience with English. In addition, you’ll take a deep-dive look into how you can incorporate tools and approaches such as the language experience approach (LEA), project-based learning (PBL), the cognitive apprenticeship approach, reflective journaling, and concept development and attainment. Using the techniques from this course, you’ll be equipped to create scaffolded, differentiated lessons that will meet the needs of all language learners and foster a more inclusive classroom and school where these students feel nurtured, supported, and encouraged to succeed. This course is offered through Advancement Courses.
**ESLX 504  Own Your Words: Effective Vocabulary Instruction 3 credits**

Regardless of what subject you teach, the meaning and usage of key vocabulary terms are essential building blocks for instructional content. But how can you teach vocabulary to students beyond providing a list of words and their definitions? In this course, you will learn how to select appropriate vocabulary terms for instruction and create meaningful learning activities and games based on them. In addition, you'll learn to address the needs of English language learners (ELLs) and plan differentiated vocabulary instruction for students of all levels and learning styles. You'll come out of this course with a vocabulary program that combines direct instruction with a classroom environment that uses rich discussion techniques to enable students to interact with words in a meaningful way. When we “own” our words, we are effective speakers, listeners, readers, and writers. Vocabulary acquisition promotes not only academic success, but also students’ abilities to build peer relationships and effectively convey their thoughts and feelings no matter what topic they encounter. This course is offered through Advancement Courses.

**ESLX 505  Strategies for Teaching Multicultural Students 3 credits**

Study after study has shown that an achievement gap exists for students from diverse cultural backgrounds. But why does this gap show up consistently, and what can you do to help bridge it in your classroom? In this course, you will gain the tools necessary to begin closing the achievement gap for multicultural students. You'll examine why this gap exists from a political, cultural, socioeconomic, linguistic, and psychological perspective, and what you can do to engage multicultural students and their families in their education. You'll learn to identify when students are struggling and adjust your teaching style to meet them where they are. In addition, you'll develop methods for talking to colleagues who have negative or inaccurate beliefs about diverse students so they can better support their students as well. By the end of this course, you will have an increased awareness and sensitivity to the culture and experience of diverse students, and be able to implement robust strategies for supporting and fostering their personal and academic success. This course is offered through Advancement Courses.

**ESLX 506  Teaching Reading to English Language Learners 3 credits**

The job of teaching reading to a classroom full of students with varying English language skills can be overwhelming. This course is designed to support English as a Second Language (ESL) teachers as well as general education and subject area teachers who have ESL students to whom they teach reading. This course outlines the classroom conditions necessary for successful reading instruction of English language learners (ELLs) and describes best practices employed by highly effective teachers. By the end of the course the teacher will have the skills necessary to teach students at all levels of language reading comprehension and how to distinguish between social and academic language. Further, the teacher will be able to confidently reach out to the families of their ELLS, build trust, and encourage involvement in their child's academic career. This course is offered through Advancement Courses.

**ESLX 507  Teaching Speaking and Listening Skills to English Language Learners 3 credits**

English language learners (ELLs) are the fastest growing segment of the U.S. population, with one in five public school students coming from a home where English is not the primary language. These statistics are projected to increase as the United States becomes more diverse. Teaching language acquisition skills is no longer the sole job of English as a Second Language (ESL) teachers. Educators at every level and in every subject need to be prepared to meet the needs of this growing population of students. This hands-on course offers a teacher resources designed to maximize learning for ELLs. This is a course both for ESL teachers and for general education or subject area teachers that would like to gain effective, research-based best practices for fostering the personal and academic success of ELLs. The teacher will learn practical strategies to encourage active involvement of his or her ESL students, techniques for helping with listening and speaking skills. Finally, teachers will learn tips for instruction and assessments for ELLs and forging a positive, culturally inclusive classroom environment. This course is offered through Advancement Courses.

**ESLX 508  Teaching Writing to English Language Learners 3 credits**

Speaking, listening, reading, and writing. These are the four disciplines of learning a language, and the four challenges that your English language learners (ELLs) are working through every day. Speaking, listening, and reading often come up as natural parts of existing lesson plans. But addressing the unique writing needs of ELLs can be a bit more challenging, and requires planning and intentionality. In this course, you will review the classroom conditions necessary for successful writing instruction of English language learners (ELLs). You'll cultivate lesson ideas for teaching students at all levels of language acquisition how to make connections, ask questions, visualize, infer, determine importance, synthesize, monitor meaning and comprehension, and revise their writing. In addition, you'll choose effective mentor texts, create assessments that accurately assess ELLs' writing progress, and learn best practices for providing appropriate feedback and error correction. Using the strategies from this course, you'll be able to reach students of all levels of language proficiency to motivate and inspire them to learn and grow. This course is offered through Advancement Courses.

**ESLX 509  Cultural Diversity in the Digital Classroom 1 credit**

In any learning environment, teachers are typically responsible for 20-plus students representing potentially 20-plus different cultures, perspectives, and learning needs. In the best of circumstances, it's challenging to include and celebrate all these cultures in your curriculum, but with the added difficulties of remote learning, the task can feel nearly impossible. However, with the right strategies and resources, you can help all your students feel represented, without overloading your already-demanding lesson prep. In this course, you will learn how to infuse cultural diversity into the digital classroom in a way that meshes authentically with your academic content instead of operating in a vacuum. You'll examine the importance of diversity to a classroom culture and how to honor differences among learners through student-centered instruction, differentiated learning, and student-choice initiatives. In addition, you'll get strategies for continuously improving culturally responsive teaching strategies to help draw out students’ strengths and unique points of view. By the end of this course, you’ll have practical, meaningful strategies and ideas to become more culturally responsive in a digital learning environment and help your students feel more included and motivated even when they're physically far apart.
English Language Arts (ELAX)

ELAX 500  Activating Creativity through Literacy in ELA (6-12) 3 credits
Creativity is often undervalued in schools because it isn't a requirement of K–12 education. However, as we standardize the definition of creativity through initiatives such as the Partnership for 21st Century Learning, we can propel creative thinking forward as a skill that helps students meet Common Core English Language Arts (ELA) standards and prepares them for college and careers. Creativity is the ability to participate in creative processes and use creative thinking to see beyond what exists. Students who are creative can synthesize information to form new ideas, ask complex questions to build on concepts, view problems through multiple lenses, and present innovative solutions to challenges. In this course, you will gain the tools, techniques, and resources you need to build creative literacy into your ELA curriculum. You will also learn strategies to help students become independent, self-directed learners who can use creative thinking to explore, discover, problem solve, and innovate while developing literacy skills that will help them succeed beyond the classroom. By the end of the course, you will be able to design literacy units, projects, and assessments that foster student creativity in your middle or high school classroom, and offer feedback on creative works in ways that support students' continued growth. This course is offered through Advancement Course.

ELAX 501  Activating Creativity through Literacy in ELA (K-5) 3 credits
Creativity is often undervalued in schools because it isn't a requirement of K–12 education. However, as we standardize the definition of creativity through initiatives such as the Partnership for 21st Century Learning, we can propel creative thinking forward as a skill that helps students meet Common Core English Language Arts (ELA) standards and prepares them for college and careers. At the elementary level, students can cultivate creativity through reading, writing, drawing, play, and imagination. Students who are creative can synthesize information to form new ideas, ask complex questions to build on concepts, view problems through multiple lenses, and present innovative solutions to challenges. In this course, you will gain the tools, techniques, and resources you need to build creative literacy into your ELA curriculum. You will also learn strategies to help students become independent, self-directed learners who can use creative thinking to explore, discover, problem solve, and innovate while developing literacy skills that will help them succeed beyond the classroom. By the end of the course, you will be able to design literacy units, projects, and assessments that foster student creativity in your K–5 classroom, and offer feedback on creative works in ways that support students' continued growth. This course is offered through Advancement Course.

ELAX 502  Active Reading vs Passive Reading: Teaching Students to Become Better Readers 3 credits
Reading involves so much more than passing one's eyes over rows of printed words, whether the words are on paper or in digital form. Reading with an active and engaged brain is the crux of learning through reading. This course will explore the elements of the brain used in reading, according to the latest brain research. Strategies to engage students' brains in active processing during letter/word decoding, fluency development, vocabulary acquisition and elaboration, and comprehension of text at different levels of meaning will be shared. The similarities and differences between reading in print and electronic formats will be investigated, especially in relationship to active reading. Methods to inspire passive readers and struggling readers will be examined, with the end goal to build active reading strategies in every student. This course is offered through Advancement Course.

ELAX 503  Close Reading 3 credits
Close reading skills are essential for students' success not just in language arts, but in all content areas. As students navigate both print and digital texts, these skills enable them to be critical consumers of information. A key requirement of the Common Core State Standards, close reading teaches students to examine different aspects of a text over multiple readings. In this course, you will explore the definition, practice, and importance of close reading in the classroom. You'll develop strategies for modeling close reading to your students, reading fiction and nonfiction, and tackling complex and rigorous texts. In addition, you'll learn how to apply close reading techniques to visual and digital texts as students take in more and more information online. Using the tools and techniques from this course, you will be able to teach your students to be lifelong, critical readers who can confidently interpret any type of text they encounter. This course is offered through Advancement Courses.

ELAX 504  Comprehension Strategies for Effective Reader 3 credits
Reading is not a passive activity and should be full of thinking, questions, reflections and synthesizing whether reading print or digital texts. The need for students to become effective readers goes beyond the expectations of Common Core Standards and state testing. Effective readers are also strong problem solvers, talented writers and deep thinkers. Teaching comprehension strategies is one way to empower your students to become effective readers. This course will explore several comprehension strategies and their application in the classroom. You will also learn techniques for implementing the strategies during all phases of reading; before, during and after. Finally, you will investigate the power of think a-louds and read a-louds and gain insight into how to successfully utilize them in your classroom. This course is offered through Advancement Courses.

ELAX 505  Enabling Self-Regulated Learning Through Journaling 3 credits
Self-regulated learning (SRL) theory and research empowers us to equip our students with 21st-century learning skills. With SRL, we can train students to be cognizant of and, most importantly, be in control of their thinking processes, behavior, and motivations for and feelings about learning. These are skills that all students can acquire and that will serve them well for the rest of their lives. In this course, you will examine self-regulation by interacting with the ideas of 20th-century American educator and progressive thinker John Dewey, whose theories about cognition and teaching practice continue to influence current-day pedagogy. You'll explore the phases of SRL and how you can use journaling to capture, organize, and reflect on the thinking both you and your students already do. In addition, you'll cultivate techniques to help students take responsibility for their own learning and to create a classroom environment where students feel comfortable learning from their mistakes. Using the strategies from this course, you will be able to instill in your students the skills and motivation they need to plan, monitor, and reflect upon their own learning. This course is offered through Advancement Courses.
ELAX 506  Everyone Has a Story to Tell: Narrative in the Classroom 3 credits
Stories are how we connect as a culture. By infusing personal stories, or narrative, into the curriculum, a teacher can inspire students to be creative and expressive, while supporting their connection to those around them and their literacy skills. This course is designed to engage fifth- to 12th-grade teachers of all disciplines in teaching personal narrative in the classroom. You will learn what narrative writing is and how it supports students’ reading, writing, and comprehension as well as critical-thinking, problem-solving, and analytical skills. You will cultivate techniques for teaching the components of effective narrative essays and how to build richly crafted personal narratives. In addition, you will learn about the writing process, group work, peer review, formative and summative assessment, and lesson planning. Using the tools from this course, both you and your students will learn the power, joy, and versatility of narrative in the classroom. After all, everyone has a story to tell. This course is offered through Advancement Courses.

ELAX 507  Helping Kids Write 3 credits
Writing is a complex activity. Many students think of it as a skill or a talent (one that they may or may not possess), but writing is much more than that. Writing is a means of investigation and expression for learning in all grades and disciplines. Therefore, it is essential for every student to know how to write effectively. In recent years, ideas about why and how to teach writing have evolved dramatically. In this course, you will examine effective approaches and best practices for helping students learn to write. You’ll learn how to reframe writing as a process that everyone can master, and provide the tools for guiding students through this process, including identifying structure, purpose, and audience. In addition, you will develop standards-based lessons that also engage students’ creativity and expression. Writing can enrich learning and provide meaningful learning experiences. Using the tools from this course, you’ll be able to build the fluency of your students’ writing and effectively assess writing to direct instruction. This course is offered through Advancement Courses.

ELAX 508  Implementing Creative Projects in Literacy 3 credits
Our students will be entering a world and job market that is full of unforeseen challenges that require brand-new solutions. We can’t teach them the answers to unknown problems; we can only teach them how to think creatively, so they can strategically approach and effectively address these challenges as they arise. Creativity is so important that it is embedded in many of the local, state, and national standards we use in our schools, including the Common Core State Standards. In this course, you will explore the connection between literacy and creativity to better understand how students in elementary English language arts classrooms can effectively articulate their ideas, collaborate, and communicate with one another. You will learn the positive outcomes associated with creativity, including improved communication, cooperation, self-esteem, and critical-thinking skills. To help improve your students’ creativity, you will study best practices for developing and implementing creative literacy projects that integrate the arts, tips for offering constructive feedback, and strategies that allow students to work independently. With the knowledge you gain from this course, you will be equipped to teach creatively in your language arts classroom and prepare students for dynamic and creative lives and careers. This course is offered through Advancement Courses.

ELAX 509  Integrating Common Core Literacy Standards Across Subjects, Grades 6-12 3 credits
Literacy is an essential skill no matter what subject students are learning or what career field they’re going into. But when you already have a great deal of important content to teach students about your subject area, adding Common Core literacy standards can feel daunting. However, when done well, integrating literacy into your lessons can improve both students’ reading skills and their subject area proficiencies. In this course, you will review the Common Core State Standards (CCSS) for literacy and how they impact non-English Language Arts subjects such as math, science, and social studies. You’ll cultivate practical resources and best practices that will help you integrate literacy into your classroom to achieve these new standards. For example, you’ll see how you can revise existing lessons and prompts to integrate meaningful literacy activities that reflect CCSS, and develop assessments that determine and monitor students’ fluency in literacy. Using the tools from this course, you’ll be able to seamlessly and effectively blend Common Core literacy standards into your subject area to set your students up for educational and career success. This course is offered through Advancement Courses.

ELAX 510  Literature to Teach Life Lessons 3 credits
A person’s emotional intelligence is shaped by his or her childhood experience. If nurtured and strengthened, social–emotional development benefits a student’s health, relationships, and academic achievement. On the other hand, if a student’s emotional intelligence is not developed, it can lead to severe personal deficits and possible societal costs. In this course, you will learn how to assess your students’ social–emotional intelligence and use classroom strategies to support their development. You will discover the power of using literature to teach valuable life lessons, and how to create an affective, literature-rich curriculum that promotes social–emotional intelligence. Promoting social–emotional development in the entire school as well as at home amplifies the impact of your efforts in the classroom, so you will also cultivate several techniques to initiate these changes. With the strategies from this course, you will be prepared to use stories to enrich your students’ lives and learning and give them social and emotional skills that will benefit them in the classroom and beyond. This course is offered through Advancement Courses.

ELAX 511  Makerspaces in the School Library 3 credits
So much of our culture is about consumption. We spend hours consuming social media posts and streaming content, and our students also spend many hours of their school days consuming information to reproduce on a test. That’s why makerspaces are so important: They provide a time and space for students to create rather than consume, and they give students opportunities to develop innovative skills that will serve them in academia and beyond. In this course, you will learn how to plan, create, manage, and facilitate your own unique, meaningful, and relevant makerspace. You’ll develop strategies to design both physical and digital tools for your makerspace; incorporate assessment and digital badging; and choose effective, budget-friendly makerspace products. Through a survey of academic literature and real-life examples, you will examine best practices for establishing makerspaces and gather several ideas for makerspace challenges and prompts to inspire students to create. Using the resources and techniques from this course, you’ll be able to nurture your students’ creativity and foster a culture of making and creating in your library. This course is offered through Advancement Courses.
ELAX 513 Preparing Students for College: Teaching Writing Across Content Areas 3 credits
Although students often think of writing as an activity they encounter only in English Language Arts class, we know that students need to be able to write about any subject area to succeed in college and their future careers. In this course, you will examine the methods and materials that are best-suited for teaching writing in diverse content areas to prepare students for college-level writing. You will review theories and best practices of teaching writing across content areas, including the foundational concepts and history of Writing Across the Curriculum. You'll create writing assignments that bring together students' writing skills and their knowledge of your subject area. In addition, you'll cultivate strategies for offering helpful, supportive feedback on students' writing. Using the techniques from this course, you will be able to implement engaging writing assignments in your classroom, regardless of what subject area you teach, to help prepare your students to communicate successfully in college and beyond. This course is offered through Advancement Courses.

ELAX 514 Read Out! Building Students' Literacy and Love of Reading Through Read Alouds 3 credits
You've probably heard all about the benefits of reading aloud to your students. But what if you've never made time for read alouds before, or if you have, how do you know if they're having the impact you hope? In this course, you will learn how to build your read-aloud times from the ground up. You'll develop strategies for choosing the right texts, structuring your time, and engaging diverse learners. Whether you're looking to motivate reluctant readers or challenge skilled readers (or a little bit of both), you'll be able to create a plan for enhancing comprehension skills, building vocabulary, and developing students' love of reading. Regardless of what subject you teach, you can use the tools from this course to create a robust read-aloud classroom environment and inspire greater engagement in reading. This course is offered through Advancement Courses.

ELAX 515 Reimagining Literature: Using Graphic Novels in the Classroom 3 credits
Often, teachers don't consider including graphic novels in their curriculum because they believe they lack the academic rigor and relevance found in traditional literature. However, this literary form has tremendous educational potential in secondary English language arts (ELA) classrooms. In this course, you'll learn how graphic novels can provide you with opportunities to develop your students' media literacy, teach essential nonfiction and fiction standards, engage your students in high-level analysis and discussions, and foster your students' creativity and enthusiasm for reading. You'll acquire tools that will help you successfully integrate graphic novels into your ELA curriculum and study specific techniques for reaching English language learners. In addition, you'll examine how to use the form's unique access points to expand your students' proficiency with language, close reading strategies, critical thinking and analysis, and literacy skills. By the end of the course, you'll recognize the scholastic value of graphic novels and be ready to incorporate them into your ELA instruction. This course is offered through Advancement Courses.

ELAX 516 Sustained Silent Reading 3 credits
Reading is an essential part of all school subjects and one of the most vital life skills with which you can equip children. But with so many distractions competing for students' attention, how do you ensure that they gain the skills they need to become strong, independent readers? A silent sustained reading program (SSR) refers to setting aside a quiet, uninterrupted period of time, either daily or weekly, in which students choose something to read that is of high interest to them. The well-documented positive outcomes of SSR include: increased reading comprehension and critical thinking skills, enhanced vocabulary and spelling abilities, and, perhaps most significantly, the instilling of a lifelong love of reading. In this course, you will learn techniques for how to schedule consistent SSR time, help students select texts, and ensure that the program is building their comprehension skills. Whether you're new or experienced with SSR, you will leave this course knowing how to implement a successful SSR program to motivate, excite, and benefit readers of all levels. This course is offered through Advancement Courses.

ELAX 517 Teaching Media Literacy in a Post-Truth World 3 credits
There's no denying the role media plays in our lives. From advances in mobile technology to the expansion of social media and more, we're bombarded with news and people's reactions to it around the clock. Although topics in media can be contentious, they also open doors to powerful social and educational experiences. If you can teach today's students to engage in media with a fair and open mindset, you will set them up for success not only in their educational pursuits but also in their social lives. This course has a few key goals. First, you will explore how to evaluate and respond to media. You'll examine what about media conversations makes you comfortable or uncomfortable and how your responses to media can impact your position. Next, you will learn how to evaluate media, both for credibility and bias. There's a wealth of information available online, so what steps can you take to ensure that it's credible? That is, how do we identify legitimate news? Finally, you'll explore strategies for bringing these media conversations into the classroom. From the design of the learning environment to expectation setting and more, it's critical to create an environment in which all students, regardless of their opinions or background, have an opportunity to fairly express their thoughts. This course is offered through Advancement Courses.

ELAX 518 Teaching Research Writing in the Digital Age 3 credits
Arguably the Internet's greatest strength and greatest weakness are one in the same: Anyone can post anything for anyone to see. Your middle and high school students have access to an unprecedented amount of information, but it's up to you to teach them how to vet sources for academic credibility and present their findings ethically and effectively. In this course, you will learn how to guide students through the entire process of writing a research paper, including how to develop research ideas, gather valid information, analyze relevant data, organize disparate materials, craft a well-reasoned report, and fine-tune a presentation. In addition to reviewing information specific to writing research reports, you will have the opportunity to practice instructional techniques such as modeling, scaffolding, paraphrasing, and discovery. With the principles you learn in this course, you'll be able to equip students to write research reports for businesses and nonprofits so they will be prepared to thrive in the workplace. This course is offered through Advancement Courses.
ELAX 519  The Common Core for English Language Arts: Theory & Practice in the 6-12 Classroom 3 credits
The Common Core State Standards in English Language Arts (ELA) provide a basis for the content and skills that middle and high school students must know to prepare for college and careers. However, the standards do not capture the art and science of teaching, or the knowledge of students and the community that only a teacher can bring to the classroom. This course will help you bridge that gap. In this course, you will become thoroughly familiar with the Common Core's content and philosophy, including shifts toward informational text, complex text, and evidence-based thinking. You will create actionable strategies for connecting the Common Core standards to classroom practices in reading, writing, language, and speaking and listening. In addition, you’ll have the opportunity to cultivate resources and ideas for connecting with teachers and topics in other disciplines. With the techniques and knowledge you gain in this course, you will be able to transform the ELA Common Core standards into practical lessons and activities that will set up your students for future academic and career success. This course is offered through Advancement Courses.

ELAX 520  The Common Core for English Language Arts: Theory & Practice in the K-5 Classroom 3 credits
The Common Core State Standards in English Language Arts (ELA) provide a basis for the content and skills that elementary students must know to prepare for high school, college, and careers. However, the standards do not capture the art and science of teaching, or the knowledge of students and the community that only a teacher can bring to the classroom. This course will help you bridge that gap. In this course, you will become thoroughly familiar with the Common Core's content and philosophy, including shifts toward informational text, complex text, and evidence-based thinking. You will create actionable strategies for connecting the Common Core standards to classroom practices in reading, writing, language, and speaking and listening. In addition, you’ll have the opportunity to cultivate resources for appropriate reading and instructional materials that you can start using in your classroom immediately. With the techniques and knowledge you gain in this course, you will be able to transform the ELA Common Core standards into practical lessons and activities that will set up your students for future academic and career success. This course is offered through Advancement Courses.

ELAX 521  The Personal Essay: Knowledge, Power, and the College Application 3 credits
A personal essay tells an illuminating story about its author, its central character in a narrative about self-discovery. Developing and writing a personal essay engages the writer in purposeful critical thinking and creative writing; the writer analyzes herself as subject of a particular story, deciphering her behaviors and their consequences, in order to reveal character and growth. Therefore, it’s not surprising that colleges require a personal essay for admission, as it provides a platform for the student to illustrate herself as a maturing and self-aware citizen of the world. From this course, the teacher will learn best practices for facilitating the multiple steps of personal narrative development, from writing as a strong narrator to editing and revising. Course activities introduce and reinforce strategies for helping students find and explore the right topics, extend their narrative-writing skills, embrace the support of rubrics, and be their own editors. By the end of the course, the teacher will be able to support students, those college-bound or otherwise, as they write rewarding personal narrative essays. This course is offered through Advancement Courses.

ELAX 522  Why Argue: Teaching the Art of Oral and Written Argument 3 credits
In this time of social debate and rapid innovation, it’s more important than ever to teach students how to take a position and argue effectively for it. In this course, you will learn best practices for engaging students in rich argument development, from class-wide inquiries to small-group data analysis to individual writing tasks. You will create exercises for helping students articulate claims, gather evidence, and construct rebuttals and counterarguments. Over time, students will learn to argue relevant concerns with increasing complexity and express their arguments elegantly and logically. With the techniques from this course, you will be able to equip your students to think critically, make sound judgements, and articulate their arguments in a way that makes the world a better, more well-rounded place. This course is offered through Advancement Courses.

ELAX 523  Writing About Literature: Teaching Literary Analysis 3 credits
Guiding students from mere reading comprehension and summarization to full literary analysis can be challenging. Analysis requires students to think beyond the facts of the text and create their own argument or thesis about what the text means, which can be a brand-new critical thought process for some students. In this course, you will learn to engage students in “writing to read”—or using writing to explore responses to literature, query those responses, scrutinize form, and analyze content. You will cultivate techniques for guiding students through the entire analysis process, from using the formal vocabularies of different genres to pre-writing to writing a polished, final draft. Genres covered include fiction, drama, graphic narratives, and poetry. You will explore critical approaches to making sense of literature, and design engaging activities to help students write their way to comprehension and appreciation of literary texts. Using the techniques from this course, you will be equipped to help students master Common Core State Standards in reading and writing, and learn analysis skills they'll be able to use for life. This course is offered through Advancement Courses.

ELAX 524  Writing Well or Good Writing? An Educator’s Guide to Teaching Grammar 3 credits
In the past, grammar instruction meant boring worksheets and tedious activities, which can lead even the most diligent students to cringe at the thought of learning “grammar.” The good news is that teaching grammar doesn’t have to be this way. In this course, you’ll discover fun and engaging ways to improve students’ writing through hands-on grammar instruction. You’ll learn the most common grammar mistakes students make, why they make them, and strategies for fixing them. Simple techniques such as explaining the relevance of a grammar rule can go a long way in helping students internalize the content. By combining direct instruction with activities that reach multiple learning styles, you’ll be able to engage all the students in your class and give them effective feedback to help them move forward. When taught correctly, grammar can be much more than dull worksheets and rote memorization. Using the techniques from this course, you’ll be able to help students focus on the skills they need to become great writers and communicators in your class and beyond. This course is offered through Advancement Courses.
ELAX 525  Writing Workshop Model in the Classroom 3 credits
Too many writing exercises focus exclusively on improving the piece—and not the writer. However, writing workshops are an excellent opportunity to help students take ownership of their writing and their learning by giving them the time and direction they need to reflect and grow in their craft. In this course, you will reflect on and evaluate your own writing instruction and determine areas where you might be able to improve. You'll develop strategies for helping students succeed during every phase of writing, including prewriting, actual writing time, and sharing and feedback. In addition, you'll learn how to avoid common pitfalls that take away from students' agency in their writing, such as correcting students' errors too quickly, telling them what their piece needs (rather than helping them discover it), and taking up too much time with direct instruction. Using techniques from this course, you will be able to conduct a successful writing workshop that helps your students grow as writers and in their love for the craft. This course is offered through Advancement Courses.

ELAX 528  Phonics: Foundations of Literacy 3 credits
Although many methods of teaching emergent literacy exist, phonics is a big part of understanding letters, the sounds they make, and how to read and write. Phonics not only works with individual letter sounds, but also addresses how to make sense of groups of letters or syllables when reading and writing. In this course, learners will examine the brain processes involved in reading, as well as how to diagnose and intervene when students have trouble mastering the five components of effective reading. Learners will develop an understanding of how to incorporate age-appropriate phonics instruction into existing reading and writing lessons for large and small groups. In addition, the module will explore methods of assessing students' mastery of phonics and phonological awareness skills, as well as how to create differentiated instruction to address student weaknesses. By the end of the course, learners will be equipped to create highly effective and engaging lessons in basic, intermediate, and advanced phonics to prepare students to be excellent readers and communicators.

ELAX 529  Culturally Sustaining Literature 1 credit
Literature is powerful. It can serve as both a window into other worlds and a mirror into our understanding of self. Its ability to achieve both of those things—inspiring introspection and extrospection—depends heavily on educators' ability to teach about a large range of texts. In this course, we'll use the lens of culturally sustaining pedagogy to examine the importance of texts that are both culturally responsive and culturally representative. You will explore how to select texts for curriculum and classroom libraries that are reflective of your students and that include a wider lens of diversity to introduce students to a world that is full of beautiful differences. Throughout your learning, you will critically evaluate canon and form a better understanding of the potential and limitations of different pieces of literature. Using the techniques and resources from this course, you'll be able to diversify your classroom literature to broaden your students' understanding of this great big world.

ELAX 530  Using Diagnostic Assessments to Differentiate Literacy Instruction 2 credits
Reading is foundational for success in school and adult life. However, many students show a complete lack of interest in reading and struggle with key skills such as phonics, decoding, vocabulary, and fluency. It's essential for teachers to be able to diagnose these issues and provide the right support to create strong readers. In this course, you'll learn how to evaluate K–6 students' needs in reading and develop a research-based and workable plan for growing their skills. Through the use of diagnostic assessments, you'll monitor students' knowledge and conceptual understanding throughout a reading program. Then, based on the assessment results, you'll learn how to develop your students' skills by choosing the right intervention strategies and reading materials. Using the techniques from this course, you will be able to create an equitable reading program that supports students of every background and skill level, including those with learning, memory, and attention difficulties.

Family Studies (FAS)

FAS 200  Intro to Family Life Ed 3 credits
This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future issues and challenges for family life educators.

FAS 220  Adolescent Development 3 credits
This course examines developmental characteristics of adolescence from a family systems perspective; covering physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions with application to family life education and ministry. (Prerequisite: Minimum grade of C in FAS 447)

FAS 400  Family Systems, Structures and Relationships 4 credits
This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework. (Prerequisite: Minimum grade of C in FAS 440)

FAS 440  Overview of Contemporary Families 3 credits
This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions. (Prerequisite: Minimum grade of C in FAS 200)

FAS 442  Family Decision-Making and Resource Management 3 credits
This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. (Prerequisite: Minimum grade of C in FAS 440)
FAS 443  Parent Education 3 credits  
This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths, empowering parents, and remaining sensitive to individual and community needs. (Prerequisite: Minimum grade of C in FAS 442)

FAS 444  Family Law, Public Policy, and Applied Ethics 3 credits  
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework. (Prerequisite: Minimum grade of C in FAS 443)

FAS 446  Methodology in Fam Life Ed 3 credits  
This course provides the student with a conceptual framework for programming family life education. Students will apply the methodology of adult learning to the broad principles of family life education. Attention is directed at developing the ability to plan, implement, and evaluate family life education programming. Through the lens of reflective practice, an emphasis is placed on educational methodology and leadership. In addition, networking with community agencies and the resources and challenges of technology in delivering family life education is explored. (Prerequisite: Minimum grade of C in FAS 452)

FAS 447  Growth & Dev in Children 3 credits  
This course will familiarize the student with child and adolescent developmental theories. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the child and adolescent. Application of developmental concepts to family life education will be emphasized. The course will emphasize the child's position in the family life cycle. (Prerequisite: Minimum grade of C in FAS 446)

FAS 448  Development in Adulthood 3 credits  
This course familiarizes the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual and spiritual development of the adult. Developmental concepts across the life span related to family life education will be emphasized. (Prerequisite: Minimum grade of C in FAS 220)

FAS 451  Family Comm & Relationships 3 credits  
This course familiarizes the student with an understanding of the psychological, spiritual and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social and sexual development of relationships across the life span. (Prerequisite: Minimum grade of C in FAS 442)

FAS 453  Intimate Relationships 3 credits  
This course examines the intimacy of human sexuality and relationships. Specific attention will focus on the emotional and psychological aspects of sexual involvement, sexual values and decision-making, the physiological and psychological components of the sexual response, and the influence of sexual involvement on interpersonal relationships. (Prerequisite: Minimum grade of C in FAS 451)

FAS 480  Parent Coaching 1: From Theory to Practice 3 credits  
Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student's ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.

FAS 481  Parent Coaching 2: Building Skills, Attitudes, and Competency 3 credits  
Students will broaden their knowledge of the field of parent coaching and sharpen their mindful parenting skills. It includes skills for coaching a variety of parenting challenges, behaviors, problems, concerns, issues, and special needs. Also included is a focus on couple relationships and recognizing spiritual needs. (Prerequisite: FAS 480)

FAS 482  Parent Coaching 3: Professional Applications 3 credits  
Students will apply the techniques and skills that they have learned with actual clients. The professors and cohort members will offer ideas and support to better their coaching sessions. The class contains details for your Parenting Consultant Business as well as gaining Parent Coaching skills. As a result of this class, you will feel like a confident Parent Coach. (Prerequisite: FAS 481)

FAS 483  Parent Coaching 4: Supervised Field Parent Coaching 3 credits  
There is a required Fourth Class in the Parent Coaching certificate which offers supervision from a certified parent coach. This includes new tools, support, new perspectives, problem solving while being sensitive to the new coach’s learning and coaching style. It opens up a new area of confidence for the coach. This class will be available when the student begins their coaching. (Prerequisite: FAS 482)

FAS 488  Independent Study 1-4 credits  
FAS 490  Capstone: CFLE 3 credits  
The final course is designed to help learners reflect on all they have done in the program. Through guest speakers, research study and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience. (Prerequisite: Minimum grade of C in FAS 444)

FAS 491  Capstone: Non-CFLE 3 credits  
This final course is designed to help learners reflect on all they have done in the BA program. Through discussion questions and review of past coursework, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience. This is the capstone course for students who have selected the Non-CFLE track.

FAS 498  Family Science Fieldwork/Internship 1-12 credits  
The internship provides the student with an in-depth field experience in a work setting that provides family life education services. The student learns to apply family life education theories and principles.

FAS 499  Senior Outcomes 0 credits  
FAS 504  Systemic Dynamics of Families 3 credits  
This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.
FAS 506  Families In Society 3 credits
This course familiarizes the student with an understanding of the history, evolution and demographics of the family. Kinship, family structures, functions and roles are explored. Particular emphasis will be placed on the family's relationship to other systems and institutions in the society.

FAS 507  Seminar in Family Science 3 credits
This seminar is an advanced exploration of the field of family science and family life education. (Pre-requisite: Year 3 of the Family Science 3+2 program)

FAS 510  Capstone: CFLE 3 credits
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio.

FAS 511  Capstone: Non-CFLE 3 credits
This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio. This is the capstone course for students who have selected the Non-CFLE track.

FAS 525  Public Policy and Applied Ethics 3 credits
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

FAS 530  Family Communication and Relationships 3 credits
This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.

FAS 532  Navigating the Oceans of Data and Information in Family Life Education 3 credits
The course is designed to introduce the scope and function of information and the research process in family studies. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature and information in family studies.

FAS 534  Reflexive Assessment and Evaluation in Family Life Education 3 credits
This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in early childhood education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing strategy for a program in early childhood education.

FAS 540  Family Decision Making 3 credits
This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. Topics include: decision-making, valuing, planning, communication, and organization skills for resource use.

FAS 551  Seminar in Human Growth 3 credits
This course includes a study of human growth and development throughout the life cycle. Consideration of physical, emotional, cognitive, social, moral, sexual, spiritual and personality development is included.

FAS 560  Intimate Relationships 3 credits
The purpose of this course is to familiarize the student with the emotional and psychological aspects of intimate relationships. Topics include: dating and courtship; love and romance; and sexual behavior, values and decision-making. An emphasis will be on sexuality and intimacy in interpersonal relationships across the lifespan.

FAS 570  Parent Education 3 credits
This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths; empowering parents, and remaining sensitive to individual and community needs.

FAS 576  Methods in Programming 3 credits
This course provides a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.

Finance (FIN)

FIN 211  Personal Finance 2 credits
This course presents an overview of the financial planning process for individuals. The focus is on the decision-making tools and applications of financial planning. Students will build their own financial plan that will guide their financial decisions in the present and in the future.

FIN 301  Corporate Finance I 4 credits
This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, analysis of financial statements, and the time value of money. Students also complete a research project. (Prerequisites: ACC 201 and MAT 110)

FIN 311  Corporate Finance II 4 credits
This course continues the examination of various corporate finance topics from Corporate Finance I. Special focus is given to long-term financing, including bonds, preferred stock, common stock and the optimal capital structure. Students also explore capital budgeting and the cost of capital and dividend policy. (Prerequisite: CSC 210 and Minimum grade of a C in ACC 201 and FIN 301)

FIN 411  Investments and Capital Markets 4 credits
This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are analyzed. Various investment methodologies are discussed. International investing, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN 301)
FIN 413  Money and Banking 4 credits
Gain a deeper/broader view of the financial system and financial markets as you explore the evolution of money, money creation, inflation, the economy and the development of the banking system. The course determines the impact of money on Classical, Keynesian and Monetarist theories as well as on financial institutions and financial intermediaries. (Prerequisites: ECO 101, CSC 210, ACC 201, FIN 301).

FIN 488  Independent Study 1-4 credits

FIN 498  Internship 1-16 credits

Geography (GE)

GE 101  Human Geography 2 credits
Human Geography is an introduction to the basic techniques and concepts of geography. Population, culture, livelihood, settlements and political geography are introduced with emphasis placed on the human role in inhabiting and changing the landscape.

Graduate Study Abroad (GST)

GST 597  Graduate Study Abroad 0-4 credits
This international travel course supports students’ program learning with first-hand experience.

Greek (GRK)

GRK 211  Beginner Greek I 4 credits
Students begin their study of the fundamentals of Greek grammar.

GRK 212  Beginner Greek II 4 credits
Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK 211)

GRK 312  Matthew 2 credits
Through reading of major portions of the Greek text of Matthew, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the indicative verb. Matthew is read in the fall term prior to Year A in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 314  Mark 2 credits
Through reading of the complete Greek text of Mark, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to nouns, pronouns, and adjectives. Mark is read in the fall term prior to Year B in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 316  Luke 2 credits
Through reading of major portions of the Greek text of Luke, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the vocabulary of Luke. Luke is read in the fall term prior to Year C in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 412  Galatians and Romans 2 credits
Through the reading of the complete Greek texts of Galatians and Romans, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to participles. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 414  Corinthians 2 credits
Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Prerequisite: completion of GRK 212 with a grade of C or above.)

GRK 416  General Epistles 2 credits
Through selected reading of the Greek texts of a wide variety of epistolary writings, students build their skills in the translation of biblical Greek and in the analysis of textual variants. Particular attention will be given to texts displaying a broad range of textual variation. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 488  Greek Independent Study 1-4 credits

Health Care (HCR)

HCR 220  Epidemiological Foundation 4 credits
This course is designed to provide students with a historical background in epidemiological studies. The course will expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. The course will also cover material related to general research methods, statistics, and trend analysis in an effort to identify evidence-based practices in health care settings.

HCR 250  Leadership Communication 4 credits
This course emphasizes leadership communication processes with a focus on leadership skills and strategic planning. Specific topics include decision making, problem solving, conflict and change management, and how to cultivate a supportive work environment. Presentation and interviewing skills will also be highlighted.

HCR 300  Strategic Leadership of Resources, People and Teams 4 credits
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization's direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

HCR 325  Compliance and Regulatory Requirements 4 credits
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

HCR 340  Health Care Information Systems 4 credits
This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

HCR 350  Healthcare Diversity and Global Issues 4 credits
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.
HCR 400  Health Care Finance 4 credits
Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of healthcare payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a healthcare organization.

HCR 425  Health Care Economics 4 credits
This course examines the discipline of health care economics as students study demand management; concepts of efficiency, production, and distribution of healthcare services; impact of regulation and reimbursement; and economic incentives in healthcare. This course also reviews how the economic behaviors of healthcare consumers and suppliers, particularly in the United States, affect the manner in which scarce resources are allocated.

HCR 435  Ethics and Decision Making in Health Care Environments 4 credits
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

HCR 440  Legal Environment for Healthcare Managers 4 credits
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

Hebrew (HBR)

HBR 311  Beginner Hebrew I 4 credits
This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.

HBR 312  Beginner Hebrew II 4 credits
The study of basic Hebrew grammar is continued in this course. Students are introduced to weak verbs and to the study of the Hebrew text of the Torah. (Prerequisite: HBR 311)

History (HIS)

HIS 121  World History 4 credits
A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.

HIS 212  Introduction to History 4 credits
Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.

HIS 220  Leaders in American Society 4 credits
In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.

HIS 221  World Culture: Greece and Rome 4 credits
This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements which shape the metropolitan and cosmopolitan world culture of which we are heirs.

HIS 225  USA to 1877 4 credits
This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.

HIS 233  USA since 1877 4 credits
This survey course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation’s emergence as a world power and its failure to keep the promises it made in the 13th & 15th amendments. Students will also examine: America’s various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

HIS 267  Introduction to Latin America 4 credits
An introduction to modern Latin America, with emphasis on the post-colonial era. Beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

HIS 285  European History Since 1789 4 credits
This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

HIS 317  Topics in Literature and History 4 credits
This interdisciplinary course, team-taught by faculty from both English and History/Political Science, will explore a theme from a selected area of the world (such as the Middle East or Latin America) through literature, history, and politics. Students will read important works of literature on the selected topic and will examine the context of the literature by investigating the history and politics surrounding that literature.
HIS 320  Minnesota History 2 credits
This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota's place in the global community.

HIS 325  U.S. Business History 4 credits
The course will primarily examine the role of business in the American economy from the colonial period to the present period. This course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

HIS 330  America's Civil War: 1845-1877 4 credits
This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln's leadership, battles and military strategies, soldier's lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.

HIS 332  The Cold War: A Global Perspective 4 credits
This course examines the causes, actions, and results of a conflict between the world's superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.

HIS 334  US Foreign Policy 4 credits
This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.

HIS 339  Race and Ethnicity in American History 4 credits
This course examines those who came or were brought to the United States through the slave trade, economic, social, and political dislocations in different parts of the world and more personal factors. Various modes of assimilation and diversity will be discussed, as will the stories of many of the different peoples who have served to create the citizenry of the United States.

HIS 340  Slavery and Freedom in the Americas 4 credits
This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."

HIS 341  The Civil Rights Movement in the U.S. 4 credits
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"—that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

HIS 355  Themes in World History 4 credits
This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subjects(s). (Pre-Req waiver can be signed by professor).

HIS 367  Women's History 4 credits
An analysis of the social, political, and economic role of women in America and around the world. This course will cover both the history of women as well as contemporary issues concerning gender and equality. Global issues and themes will be accentuated.

HIS 372  The Second World War 4 credits
The Second World War seen from economic, social, military and political points of view; other topics include the causes of the war and the various post-war problems. European or American perspective depending on the instructor. No prerequisites.

HIS 382  Hitler's Germany 4 credits
From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period, 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany's role in a larger European context.

HIS 385  Britain since 1688 4 credits
Beginning with the Glorious Revolution of 1688, this course explores themes such as the rise of Britain to a world power in the eighteenth century, the impact of the Industrial Revolution and imperialism, the Victorian world view, two world wars and the Thatcher Revolution of the 1980s. Emphasis is placed on understanding Britain's role in a larger European and world context.
HIS 389  The Holocaust 4 credits
This course will introduce students to the history of the Holocaust and to individuals who embodied those issues. We will examine the historical development of anti-Semitism, German political and cultural history of the 19th and 20th centuries and the actions taken against Jews that culminated in the attempted implementation of a final solution to the Jewish question. Course will consist of lectures, readings and discussion, with occasional guest speakers and films.

HIS 390  Vietnam War 4 credits
This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America’s role in the conflict; international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington’s initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war’s legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.

HIS 393  Modern China, 1911-present 4 credits
This course will study the effects of Western colonialism, the Sino-Japanese War, and World War I on China, and trace the development of the modern Chinese state, including the formation of the People’s Republic of China and Taiwan. Emphasis will also be placed on China’s relations with other countries around the world, as well as its treatment of ethnic minorities within its own borders.

HIS 395  History and Politics of Modern Asia 4 credits
In-depth study of selected topics in contemporary Asian history, government, and politics. Primary focus will be on India and China, but other historical and political topics, issues, and countries will be covered.

HIS 401  Research and Writing in History 4 credits
This serves as the research and writing capstone course for History majors and minors. After reading other scholars’ ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

HIS 403  Introduction to Professional Studies 1-2 credits
History, Political Science, and pre-law students will be introduced to and given opportunities to tour and work in a variety of professional settings: archives, museums, professional record-keeping centers, law offices, etc. Students may use this class to select, an internship site or think more broadly about vocational opportunities in the discipline.

HIS 487  Readings Seminar:Topics in History 2 credits
Readings/Research Seminar in History covering various, selected topics. This course will emphasize the use of scholarly and primary source materials; historiography and interpretation, archival research, and student participation. Recent readings-seminar topics include: America in the 1960s; the French Revolution and Napoleon, Minnesota History, and the Russian Revolution.

HIS 488  Independent Study 1-4 credits
Independent study provides a more flexible educational experience for the student as well as college credit for work done outside the conventional classroom setting. These courses are generally designed and supervised by a faculty member. Students are responsible for completing an application form that specifies course goals, objectives, projected outcomes, learning strategies, and evaluation procedures. The student’s advisor, course instructor, department chair, and the dean must approve the proposal.

HIS 498  Internship 1-16 credits
Students participate in internships in state and local government agencies, archives, museums, and related fields of interest under supervision of staff members of the department of history.

Hmong (HMG)

HMG 101  Introduction to Hmong Studies 2 credits
Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

HMG 110  Introduction to Hmong History 4 credits
This course will examine the rich history of the Hmong people in China, Laos, Thailand, Vietnam and America and the various roles that the Hmong have had on these nations. The class will also look at the various challenges and opportunities that the Hmong faced in these countries.

HMG 201  Hmong Culture and Society 4 credits
Through a combination of lectures and field work experiences, students will gain a better understand of the Hmong community here and throughout the world as they deal with changes relating to globalization and acculturation.

HMG 202  Hmong Literature and Art 4 credits
In this course, students will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.

HMG 255  People and Culture of China 4 credits
China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the people and culture of China. Students will learn about the Chinese language, literature, history, religion, economics, politics, education, arts and other aspects of Chinese culture. Students will receive an orientation and become acquainted with the course objectives prior to the course. Classroom instruction and cultural appreciation will be integrated with a cultural tour of Beijing, Xi’an, and other major Chinese cities and sites. Visits to the great wall of china, the temple of heaven, the summer palace, Tiananmen Square, the forbidden city, and the Lama Temple. Excursions will be made to local markets, a Chinese cooking class, a river cruise, a site visit to a Chinese school, the Terracotta Warriors, and a Hmong village. Particular attention is given to the Hmong experience in two comparative contexts: China, and the United States.

HMG 301  Hmong Cosmology and Belief 4 credits
This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.
HMG 303  Issues in the Hmong Community 4 credits
In this course, students will learn, analyze, and discuss about issues affecting the Hmong community.

HMG 327  Reading and Writing for Hmong 2 credits
Students enrolled in the class will gain general understanding of the origin of the Hmong language and also be able to read and write basic Hmong.

HMG 328  Reading and Writing for Hmong-Intermediate 2 credits
With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.

HMG 488  Independent Study 1-4 credits

Honors Program (HON)

HON 410  Building for Eternity 2 credits
During their senior year, honors students reconvene to explore again the integration of faith and learning for the sake of others and the world. Through a final project in their chosen discipline, courses set a course for on-going learning and service in the context of the Christian gospel.

Human Resource Management (HRG)

HRG 500  Human Resources Leadership and Ethics 4 credits
This course examines the full scope of human resources activities. It covers a broad list of key Human Resources competencies including strategic management, teaming, problem solving, conflict management, and creativity. This course will also focus on understanding the value and connection between morality, ethics, and values as they relate to the role of Human Resources leadership in our capital system.

HRG 510  Strategic Human Resources and Measurement 4 credits
This course examines the role of the Human Resources leader in the development of vision, mission, values, and coherent strategic plans. Students will diagnose their strategic abilities and develop a plan for increasing their personal and team strategic capabilities. Students also will explore the importance of developing a global talent management and metric driven mindset.

HRG 520  Recruitment, Selection, and Retention 4 credits
This course will explore the full spectrum of the talent acquisition process with a focus on making an effective business case for implementing talent acquisition strategies. The course also will cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

HRG 530  Compensation and Benefits 4 credits
This course explores employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. The focal point of the course is on designing pay structures that support organization values and strategic objectives. Topics include the strategic role total compensation plays in organizations, the dynamics of alternative pay systems, sales compensation, executive compensation systems, and employee benefits.

HRG 540  Organization Development for Human Resources Professionals 4 credits
This course will help Human Resources leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex business environment is driving the need for continuous change.

HRG 550  Research Methods and Design 4 credits
This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.

HRG 560  Finance for Human Resources Leaders 4 credits
This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.

HRG 570  Legal Environment for Human Resource Leaders 4 credits
This course covers legal employment issues that Human Resources leaders face in operating organizations in today's complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.

HRG 580  Human Resources Action Research at Work 4 credits
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.

Human Resource Management (HRM)

HRM 200  Employment Law 2 credits
Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.

HRM 310  Managing in Organizations 4 credits
Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.

HRM 320  Advanced Human Resource Management 4 credits
The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.
HRM 325  Survey and Research Methods 4 credits
Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

HRM 350  Legal Issues in Human Resources 4 credits
Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.

HRM 352  Staffing the Organization 4 credits
How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation and retention.

HRM 353  Compensation and Benefits Systems 4 credits
How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.

HRM 382  Human Resource Management and Employment Law Overview 4 credits
Gain insight into the pivotal role Human Resources plays in helping organizations be successful, and the competencies that drive HR leadership accomplishment. Learn the essential functions of HR and their relationship to employee and manager effectiveness. Examine the role of HRIS systems and the technology that supports HR. Explore the historical underpinnings of HR and the evolution of employment law. Understand the application of employment law to the present-day workplace – including interviewing, selection, compensation, performance management, and workplace interactions.

HRM 400  Recruitment, Selection, Onboarding, and Inclusion 4 credits
Describe workforce forecasting, recruitment, selection, onboarding, employee relations, and retention – and how they contribute to human capital differentiation. Identify contemporary approaches to internal and external recruiting, candidate tracking, and employment laws associated with recruiting. Explain job analysis within the context of selection, and the employer’s legal responsibilities in the selection process. Formulate best practices for new hire organization entry, socialization, and onboarding that fosters diversity and inclusion. Articulate the positive performance implications related to successful candidate onboarding. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 405  Strategic Compensation Systems 4 credits
Study the fundamentals of employee compensation and benefit systems. Examine all aspects of compensation system design and administration – including initial strategy-setting, addressing internal equity/external competitiveness, and pay communication. Identify compliance and regulatory issues that affect pay and the employment laws that govern compensation. Determine the basic elements of employee benefits including the difference between statutory and voluntary benefits and best practices for managing employee benefits. Discover how to design competitive compensation approaches that support organizational strategy and objectives. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 410  Organizational Development and Change 4 credits
Explain diagnosis, design, development, implementation, and evaluation of OD initiatives. Determine what drives change, how organizations transition through change, and manage resistance to change. Explore the differences between Human Resource Development and Organization Development, specifically as they pertain to learning and change, and apply them to real life examples. Apply the ADDIE model (assess, design, develop, implement, evaluate) and best practices for conducting and evaluating training and measuring ROI. Describe how technology has expanded learning opportunities, the potential it represents for organizational improvement, and how it impacts HRD and OD. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 435  Business & Personal Ethics 4 credits
This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up this class with their own statement of ethical beliefs.

HRM 440  Human Resources Planning, Data Analytics and Performance Management 4 credits
Practice proactively solving complex Human Resource issues through data-driven planning, research, solution identification, and performance management. Describe the planning process and how it is fueled by individual, team, and organizational data analytics. Examine human capital measurements including leading and lagging indicators that inform good decision-making and minimize biases. Create a Human Resource scorecard using multiple data points determine how to convey the importance to organizational leadership and employees. Practice the role of a results-driven HR leader through clear communication of performance expectations and results. Explain how to manage when performance standards are not met at the individual, team, and organizational levels along with relevant laws that govern the process. (Prerequisites: Minimum Grade of C- in HRM 382)

HRM 470  Strategic Human Resources 4 credits
Examine how HR professionals work as strategic partners within organizations. Explore the differences between the administrative Human Resource professional and the strategic Human Resource professional. Identify skills and competencies needed to perform at the strategic level. Recognize the strategic strengths and challenges of organizations and how HR can contribute to competitive differentiation. Describe the importance of partnering with business leaders across the organization to improve organization efficiencies and effectiveness. Discover the role Human Resources has in adapting to the changing face of organizations as it relates to globalization, sustainability, and social responsibility. Gain perspectives on employment laws that govern global workforces and best practices for building multi-cultural acceptance. (Prerequisites: Minimum grade of C- in HRM 382, HRM 410, and HRM 440)

HRM 498  Internship 1-12 credits

Human Services (HSV)

HSV 490  Portfolio and Synthesis 2 credits
This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.
HSV 500  Human Services 3 credits
This course explores the roles and responsibilities that human service professionals perform in delivering services to clients with behavioral health issues in criminal justice and forensic behavioral health settings. This initial course will provide an interdisciplinary view of human services across numerous settings, including social work, case management, child protective services, domestic violence and homeless shelters, substance use and behavioral health treatment centers, first responders, courts, and community supervision. Students will (a) become acquainted with evidence-based non-clinical assessment and intervention techniques, (b) match common community-based resources to client needs, and (c) enhance communication, problem solving, and advocacy skills to employ on behalf of clients.

HSV 510  Family Violence, PTSD & Trauma 3 credits
This course will provide an in-depth look at the relationship between family violence, child maltreatment, post-traumatic stress disorder (PTSD), and various forms of trauma and their impacts on global functioning. It will explore risk factors and warning signs associated with family violence and other forms of maltreatment. Students will analyze the direct and indirect impacts of violence and abuse on the victims and other family members. Students will identify victim-offender typologies and explore the impact of substance use and behavioral health in cases involving family violence. Current intervention strategies and available community resources for those affected by family violence and other traumatic events will be included.

HSV 525  Ethical and Legal Considerations in Human Services 3 credits
This course focuses on the ethical and legal considerations that human service professionals encounter in their daily job duties. Topics include ethical and legal issues such as confidentiality, mandated reporting, consent and release of information, duty to warn, domestic violence, orders for protection, and harassment, especially how such issues come into play for clients with histories of self-harm, family violence, and other forms of violence. Students will learn the use of ethical decision-making frameworks and discuss the dangers faced while working in human service settings and ways to minimize potential liability. Students will explore the potential roles of human service professionals as witnesses in court cases. Students will be equipped to make ethical decisions and properly document practices in the field of human services.

HSV 535  Psychopathology in Human Services 3 credits
This course will examine the most common behavioral health conditions observed in human services populations, and their assessment and treatment. Topics include Serious and Persistent Mental Illness (SPMI) conditions, personality disorders, substance-use disorders, and childhood disorders. Students will learn the risk factors and key clinical features associated with each disorder and explore the impact of substance use, traumatic brain injuries, and pre-natal substance exposure on mental health symptoms. Evidence-based intervention and treatment strategies deemed most effective with human services and forensic behavioral health populations will be included.

HSV 543  Foundations in Trauma and Stressor Related Disorders 3 credits
Trauma- and stressor-related disorders (e.g., reactive attachment disorder, disinhibited social engagement disorder, post-traumatic stress disorder, acute stress disorder, and adjustment disorders) are a collection of serious and complex psychiatric conditions that develop in some individuals following traumatic or stressful life event exposure (e.g., adverse childhood experiences, complex and developmental traumas, manmade and natural disasters, interpersonal and community violence, car accidents, painful medical procedures, etc.). This course is designed to increase understanding of the causes, characteristics and symptoms, consequences, comorbid disorders, and differential diagnostic issues of trauma-and stressor-related disorders in order to promote trauma-informed approaches and practices within human service, criminal justice, forensic behavioral health, telehealth direct support, and other allied field settings. This course will emphasize communication, screening, and intervention strategies appropriate for client-based populations living with these disorders. A section of this course will also examine the impact these disorders have on special needs populations (e.g., autism, fetal alcohol spectrum disorder, intellectual disability, traumatic brain injury, and serious and persistent mental health disorders). Empirically-based research findings and case study examples will be discussed throughout this course.

HSV 548  Neurobiology of Trauma and its Impact on the Developing Brain 3 credits
Early-life exposure to trauma (e.g., adverse childhood experiences and complex trauma) and toxic stress can significantly alter structural and functional brain development and contribute to lifelong cognitive, emotional, behavioral, and physical impairments. This course will examine the impact prenatal (e.g., alcohol and other substances in utero, nutritional deficiencies) and postnatal (e.g., neglect, abuse, poverty, placement instability) traumas have on child brain development. Emphasis will be placed on topics including attachment, executive function, Theory of Mind (ToM), social-emotional processing, and language development. A section of this course will also examine the role and impact trauma and adversity have on stress hormone functioning and how this can lead to the hypothalamic-pituitary-adrenal axis (HPA axis) dysfunction. Trauma-specific interventions and approaches supporting positive children’s brain development following exposure to adversity will be discussed during this course in order to promote and increase competency around the provision of trauma-informed care (TIC).

HSV 555  Special Populations in Human Services 3 credits
This course will explore underserved and disadvantaged individuals who are involved in the field of human services. Topics include vulnerable children and adults, individuals impacted by intellectual, learning, neurocognitive, and neuropsychological deficits, and those diagnosed with serious and persistent behavioral health disorders. Special attention will be given to Fetal Alcohol Spectrum Disorders (FASD), Autism Spectrum Disorders (ASD), Traumatic Brain Injuries, Wernicke Korsakoff Syndrome, and trauma. Student will examine the role of institutions such as forensic state hospitals and veteran, dependency, adult and juvenile justice court systems. Students will be equipped to identify and better understand the special populations that are found in criminal justice and forensic behavioral health settings.
HSV 560  Substance Use and Co-Occurring Disorders 3 credits
This course provides an overview of substance use disorders and the most commonly abused substances in human service populations. Students will learn how to identify commonly abused substances, recognize patterns and warning signs associated with substance use, and identify evidence-based intervention and treatment approaches. This course will explore the impact that substance use has on brain development, behavior (e.g., violence), and the family system. Assessment criteria and screening practices for clients with comorbid substance use and behavioral health disorders are included. Topics include other complicating factors including chronic medical issues, developmental disabilities, and Traumatic Brain Injury (TBI). Students will be equipped to recognize substance use disorders in human service populations and more effectively assist clients with substance use disorders.

HSV 561  Forensic Behavioral Health Aspects of Trauma 3 credits
Trauma histories are common among persons involved in the criminal justice system (e.g., intervention, detainment, arrest, confinement, and probation), legal (e.g., criminal trials and problem-solving courts), and forensic (e.g., forensic behavioral health and forensic state psychiatric hospital) settings. When such issues have not been appropriately identified and managed, impacted individuals are at an increased risk of exhibiting traumatic stress reactions (e.g., irritability, aggressiveness, avoidant behaviors), which may contribute to counterproductive outcomes such as self-destructive behaviors, poor impulse control, and an increased risk of antisocial and criminal behavior. This course will examine the implications trauma exposure has on persons and family structure involved in these various systems with the goal of increasing awareness and understanding of the importance of utilizing trauma-informed approaches and practices when working with criminal justice and forensic behavioral health populations. Emphasis will also be placed on the role and impact trauma has on juvenile and adult legal proceedings (e.g., competency to stand trial, criminal responsibility, and sentencing) as well as on children involved in child welfare and protection matters (e.g., child maltreatment, allegations of abuse, termination of parental rights, foster care placement).

HSV 565  Sexual Offending 3 credits
This course introduces the theories and research behind why some clients engage in and justify inappropriate sexual behaviors. Topics include types of sex offenders, risk factors, statistics associated with sex offending, sex offender-specific policies (i.e., registries and civil commitment of SVPs), and sex offender treatment options. Co-morbid conditions and diagnostic criteria that are often associated with sex offending will be highlighted. Students will learn about sex offender-specific risk assessment tools along with their strengths and limitations.

HSV 566  Risk Assessment in Human Services 3 credits
This course introduces students to different types of risk assessments (e.g., actuarial and structured professional judgment) used with adolescents and adults in the human services arena. Topics will include in-depth exploration of risk approximation as it relates to self-harm, future violence, familial violence, sexual predation, and trauma exposure. Students will become familiar with the intended use, potential for misuse, and limitations accompanying varied risk assessment tools and methods across different settings. Students will explore the theoretical and research findings that guide the development, selection, and implementation of risk assessment procedures that are relevant to the specific referral question and case. Students will be equipped to select, rate, and utilize information gathered from risk assessment instruments in the field of human services.

HSV 567  Trauma and its Impact on the Family System 3 credits
Trauma and other adverse life events can impact entire family systems, resulting in significant distress for all immediate and extended members. Regardless of the type of trauma experienced (e.g., intergenerational trauma, parental abuse or separation, death of a loved one, collective trauma, witnessing a traumatic event, etc.), the adverse effects can be wide-ranging, long-term, and contribute to a host of social, emotional, behavioral, and physical health challenges. When such issues have not been properly identified and supported, impacted families are at an increased risk of attachment and communication breakdowns, conflict, separation, and familial violence. This course will examine the implications trauma exposure has on families involved in criminal justice, forensic behavioral health, and human service settings. Strengthening family resilience and Trauma-specific interventions and approaches to support those impacted by trauma and adversity will be discussed during this course to promote stability, increase resilience, and heal within the family system.

HSV 578  Trauma Informed Practice, Self-Care, & Resilience Strat for Human Service & Teleconsulting Care Prof 3 credits
Professionals working within various criminal justice, forensic behavioral health, and human service settings are frequently exposed to traumatic and stressful contexts. As such, it is imperative for professionals employed in these settings to practice ongoing self-care and maintain a high level of resilience. This course focuses on examining ways for professionals, including practitioners who provide teleconsultation services and organizational leaders, on building resilience and self-care practices (e.g., incorporating deep breathing, meditation, sleep, nutrition, work-life balance, limiting media and screen time exposure, etc.). Emphasis will be placed on topics including burnout, secondary and vicarious trauma, and compassion fatigue. A section of this course will also review the psychophysiology of resilience, stress, empathy, validation, joy, gratitude, happiness, and sleep and the implications these topics have for the helping professional.

HSV 585  Cultural Awareness and Understanding for the Human Service Professional 3 credits
This course provides the foundational knowledge and increases the awareness and skills that contribute to culturally competent practice in human services. The course will sharpen the critical thinking skills necessary for cultural competency as it highlights the intersection of cultural diversity, behavioral health, and criminal justice involvement. The course will also build self-awareness of cultural identity and how this can affect the provision of human services. An in-depth look at specific criminal behaviors (e.g., family violence) and how culture impacts these particular behaviors as well as influences involvement with corrections will be explored.

HSV 590  Forensic Behavioral Health Law for the Human Service Professional 3 credits
This course will examine the relationship between behavioral health and the legal system and discuss the various roles that human service professionals can play in the forensic behavioral health law arena. Topics include competency, expert witness testimony, courtroom testimony protocols, and the insanity defense. Case studies and scenarios will be used to enhance the student's understanding of the law as it relates to the mentally ill. Issues involving mentally ill offenders and developmentally impaired persons who commit crimes be addressed. The stages of a criminal case and exploration of therapeutic courts (i.e., drug, DUI, and mental health) will be included.
This course is the culminating final project in this program of study. Students will complete a 40-60 page integrative paper on a scholarly topic relevant to the practice of human services in forensic behavioral settings.

**Information Technology Mgt (ITM)**

**ITM 305 Introduction to Computer-Based Information Systems 4 credits**
This class will explore organizational strategy and competitive advantage for using Information Systems. In doing so, Ethics, Privacy and Information Security will be examined along with determining how to manage data and knowledge. Exploring telecommunications, networking and e-business will be accomplished along with discovering mobile computing. Finally identifying strategies for customer relationship and supply chain management as well along a look at business analytics and its value proposition.

**ITM 312 Harnessing Personal Innovation 4 credits**
Utilize reflective tools and course feedback to examine individual strengths and opportunities for growth as a writer and communicator. Harness this self-awareness to develop a personalized strategic plan that clarifies each student’s unique ability to collaborate on teams and innovate for the organization. Begin comparing the effectiveness and efficiency of various electronic and face to face communication strategies amidst a contemporary exploration of technology’s global impact on business.

**ITM 325 Business Management for Information Technology 4 credits**
Conduct an in-depth examination of the characteristics of a business and the circumstances that affect their success. Explore varying activities and styles of managers within organizations to develop an effective personal style for managing technology as a business-savvy professional. Study ways to enhance the effectiveness and efficiency of application development and operations management teams. Topics include managing change, compliance, finances, marketing, business intelligence, and frameworks for technology service delivery such as the Information Technology Infrastructure Library (ITIL) and the Control Objectives for Information and related Technology (COBIT).

**ITM 342 Project and Lifecycle Management 4 credits**
This class will explore the business strategies that drive projects in companies. An identification demonstration of the triple constraints of scope, time, and cost using the tools and artifacts of the PMI Waterfall Methodology will be complete. Understanding how to manage stakeholders by gaining champions and securing team consensus and buy-in will be pursued. Identifying and demonstrating knowledge of how to manage a Scrum Team using the tools and artifacts of the PMI Agile Methodology will be offered.

**ITM 345 The Evolution of Agile Management 4 credits**
This class will explore the change required to become an Agile Organization. An understanding of how change is expedited rapidly and how products are delivered iteratively to support the inertia of the organization. Determining how organizations have to change to facilitate an Agile environment will be examined. The new modality of how developers and business employees work together will be offered and how to maximize work not done. An understanding of how teams self-organized will be reviewed.

**ITM 351 Bridging the Technology-Business Gap 4 credits**
Compare technical to non-technical staff in studying ways to build collaborative effectiveness for the business. Investigate sources of power from the local to global setting to better understand how power can be lost or gained within an organization. Empower each employee with defined outcomes and the right organizational fit. Utilize collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

**ITM 400 Managing Technology Organizations 4 credits**
This class will provide for a determination of who the people are and what business systems are utilized in tech-intensive organizations. There will be an exploration of growth dynamics of technology organizations. Identifying strategies used to manage technology organizations and understanding the processes of innovation plus its application in a technical environment will explored. Determining how to manage talent focusing on technology leadership and how to manage change in a technology organization will be identified.

**ITM 402 Strategic Project Management for IT 4 credits**
Learn to deliver on new ideas and strategies by practicing traditional and agile methodologies and processes that help bring new products and services to the market. Build on differing strategic approaches and project management techniques to manage innovation so that competitive strategy and new ideas can be realized. Gain skills, through an applied research project, in gathering requirements, applying appropriate methodologies, and utilizing various deliverables to crystalize a measurable objective, perform a cost-benefit analysis, connect to business strategy, and identify constraints. (Prerequisites: Minimum grade of C- in BUS 388)

**ITM 410 Foundations of Cyber Security and Network Defense 4 credits**
This class will initially explore Information Security Governance and Compliance. Security operations will be examined along with the foundations of Incident, Threat and Vulnerability Management. Cyber defense will be explored in-depth to include how Malware and Intrusion Detection is conducted, what countermeasures are put in place to foil cyber attacks and bad actors plus how Forensic Investigations are conducted to further determine protections for the network. Finally, how a secure enterprise is maintained based on how all the cyber security services work together. (e.g. HIPPA, SOX, GLBA).

**ITM 420 Applied Systems Analysis and Design 4 credits**
This class will Identify the Systems Analysts role in Information Systems Development Understanding the tools used for Requirements Determination, Use Case Analysis, Process Modeling and Data Modeling is completed. Exploring the method for general technology design, User Interface Design and Program Design will be completed. Examining how new technology is implemented will round off this class.

**ITM 421 Business Strategy and Technology Innovation 4 credits**
Examine strategies that businesses use to be competitive in the marketplace. Determine how tactical strategies for technology support the business strategy. Practice working in teams to develop techniques for innovation management of technologies.

**ITM 425 Digital Transformation of Business 4 credits**
This class will explore the five domains of digital transformation: Customers, Competition, Data, Innovation and Value. Identifying how to harness customer networks and how to build platforms not just products will be determined. An identification of how to turn data into assets and the exploration of innovation by rapid experimentation will be pursued. Understanding how to adapt a Value Proposition while learning how to master disruptive business models will be discovered.
ITM 434 Fundamentals of Artificial Intelligence 4 credits
This class will explore the fundamental ideas of Artificial Intelligence (AI) to include its history, symbolic AI, along with computational intelligence. It will look at specific methods of AI including logic-based reasoning, structural models, synaptic pattern analysis, pattern recognition and cluster analysis, neural networks and cognitive architecture. Issues in AI will be examined and how theories of intelligence in Philosophy and Psychology are applied. Future prospects for AI will be examined.

ITM 435 Business Ethics for Information Technology 4 credits
The conduct of technical and business professionals is considered from a moral and ethical perspective. Students develop their capability and depth as a reflective practitioner by using a rich framework for processing ethical decisions. A rare opportunity is provided to prepare a personal moral and ethical statement as a foundation for future decision-making.

ITM 440 Applied Research Project 4 credits
Learn to integrate business and technological knowledge to address an actual worksite need or problem. Through a capstone project gain experience in problem identification, solution selection, cost-benefit analysis, requirements gathering, options analysis, and success measurement. Students must hold senior standing and have successfully completed all other program requirements before registering for this course. (Prerequisites: Minimum grade of C-in ITM 400, ITM 402, ITM 410, and ITM 425)

ITM 500 Business Technology Strategy 3 credits
This course introduces strategic and operational planning for the application of information systems with heavy emphasis on the alignment of information strategy to business strategy. An introduction to the four schools of strategic thought and how they relate to strategic planning and decision-making is identified. A review of the application of strategic models for the purpose of deploying corporate strategy is explored. This course draws upon current work, training or internship experience.

ITM 505 Ethics in Information Technology 3 credits
This course explores real-world information technology dilemmas and frameworks to identify ethical problems and reach ethical decisions. Its objective is to use these skills, grounded in ethical theory, to make informed decisions within fast-paced and emerging business environments. This course draws upon current work, training or internship experience.

ITM 510 Research in Information Technology 3 credits
As part of a research project identify the critical role I.T. plays in organizational development. This course will explore how to employ action learning to improve the competitiveness of the organization. Defining IT challenges from an operational and strategic perspective the class will explore adaptive learning technique by offering proven educational theories and practices to foster the required changes in your staff. Research of existing organizational learning theories and the historical problems that occur with companies will be conducted to understand how to research these issues and provide solutions for technology enablement of the business. This course draws upon current work, training or internship experience.

ITM 515 Strategic Communication 3 credits
Learn effective communication strategies and skills necessary for success in real-world business settings. Develop authentic communication skills, central to strategic innovation, to ethically advance corporate strategy.

ITM 520 Financial Analysis for Technology Managers 3 credits
Learn financial tools leaders use to create value as they make technology decisions for their organizations. Apply these tools to business cases from the technology industry to increase skills in making data informed decisions. This course draws upon current work, training or internship experience.

ITM 525 Managing Technology Teams 3 credits
Develop skills to ethically lead and manage technology teams in evolving business environments. Explore how to select, motivate, and support teams to meet operational and strategic goals within a dynamic organizational culture. This course draws upon current work, training or internship experience.

ITM 530 Leadership Information Technology 3 credits
Explore leadership essentials, proven effective within the technology sector and beyond, and learn to distinguish when to lead and when to manage. Use these skills, recognizing leaders are found at all organizational levels, to ethically lead change and innovation. This course draws upon current work, training or internship experience.

ITM 535 Business Intelligence and Data Analytics 3 credits
Understand and describe the business intelligence (BI) methodology and concepts as well as the various types of analytics. Explore, analyze and visualize the data necessary for managerial decision making. Explore emerging technologies and their impact on analytics, BI, and business decision support. This course draws upon current work, training, or internship experience.

ITM 540 Information Security 3 credits
Analyze how information systems are designed to interact with people and carry out ethical business strategy. Design plans to secure enterprisewide data and applications in a growing mobile environment. Assess risk and manage quality in working to meet auditing and compliance standards. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development. This course draws upon current work, training or internship experience.

ITM 545 IT Project Management 3 credits
This course identifies how to deliver on new ideas and strategies by practicing traditional and agile methodologies and processes that help bring new products and services to the market. It builds on differing strategic approaches and project management techniques to manage innovation so that competitive strategy and new ideas can be realized. An understanding of the DevOps model that facilitates an effective organization and how it relates to delivering new products and how to leverage it will be explored. This course draws upon current work, training or internship experience.

ITM 550 Technology Management and Innovation 3 credits
Utilize contemporary case studies to compare software and infrastructure development methodologies such as the Systems Development Lifecycle to Agile Methods. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, and cloud computing. This course draws upon current work, training or internship experience.
ITM 555  Capstone 3 credits
This course integrates knowledge learned throughout the program. Demonstrate an understanding of content obtained by completing a research paper addressing an issue in an industry. Ethically incorporate technical and business knowledge skills through identifying key issues by doing a thorough search of academic and practitioner knowledge to support a stated thesis. This course draws upon current work, training or internship experience. This course draws upon current work, training or internship experience.

ITM 560  Data Science and Data Analytics 3 credits
This course looks at a managerial approach to understanding business intelligence (BI) systems. Its objective is to help future managers use and understand analytics by providing a solid foundation of BI that is reinforced with hands-on practice. This includes an introduction of business intelligence, data analytics and data science. It explores descriptive, predictive and prescriptive analytics. It identifies big data concepts and tools. It also describes future trends, privacy and managerial considerations in Analytics.

ITM 562  Business Statistics 3 credits
This course in data analysis and statistical inference requires no background in statistics. Its objective is to provide individuals the basic statistical tools for analyzing and interpreting data. It will explore how to define and collect data. It will provide guidance in organizing and visualizing variables, defining numerical descriptive measures and understanding statistical probability. It will look at testing techniques such as Hypothesis Testing, Two sample and one-way ANOVA tests, Chi-Square Tests, Simple Linear Regression and Multiple Regression. A review of Descriptive, Predictive and Prescriptive Analytics and how it is supported by statistical inference will be reviewed.

ITM 564  Programming for Analysts 3 credits
This course in programming provides for a broad range of students who need to work with data. It uses the open-source R statistical package. It introduces the programming of statistical graphics simulation methods, numerical optimization, and computational linear algebra.

ITM 566  Business Intelligence and Decision Support Systems 3 credits
This course provides an introduction to decision support systems (DSS) for business intelligence (BI). It looks at decision-making, data components, model components and the use of user interfaces. It explores designing a DSS using object-oriented technologies and implementing it with a recognition of how to evaluate a deployed system. Executive information and dashboards coupled with group decision support systems will be identified.

ITM 568  Big Data Analytics 3 credits
This class will explore various aspects of Big Data Analytics. It will look at the tools, technology, applications, use cases and research directions in the field. Initially it will explore challenges in big data and big data analytics. The Big Data Reference Model will be examined. A look at big data analytic tools such as Hadoop, Spark and Splunk will be completed. Looking at predictive models used in analytics and a framework for minimizing data leakage will be explored. Storing big data will be examined plus a study of big data cluster analysis will be done. Finally, non-linear extraction of big data analytics will be described along with data mining and large-scale data clustering.

International Programs (ITS)

ITS 102  Foundations for International Students 1 credit
This course will focus on building the skills and knowledge international students need to be successful while studying in the US. By the end of the course, students will be better prepared to be successful in their education endeavors at Concordia. This course will require students to gain introductory knowledge of intercultural theory as well as apply course concepts through written assignments, group work, and presentations.

Italian (ITA)

ITA 101  Intro. Italian Lang & Culture 3 credits
Learning the basics of Italian and the culture of Italy.

ITA 102  Introduction to Italian Language and Culture 3 credits
Introduction to Italian Language and Culture 102 gives a broad overview of this fascinating and ancient culture and the basics of the Italian language. It is a continuation of ITA 101 and will prepare students to study abroad in Italy and provide them with the basic tools to survive linguistically and to understand some of the basics of the Italian culture.

ITA 488  Independent Study 1-4 credits

Kinesiology (KHS)

KHS 100  Walking and Running Basics 1 credit
This course develops the fundamental skills, strategies, and experiences to enjoy the health benefits of walking and running.

KHS 102  Team Sports Activities 1 credit
This course develops the fundamental skills, strategies, and experiences in team activities such as soccer, volleyball, and basketball.

KHS 103  Strength & Conditioning Activities 1 credit
This course develops the fundamental skills, strategies, and experiences in fitness activities such as weight training and cardiovascular conditioning.

KHS 106  Basketball Basics 1 credit
This course develops the fundamental skills, strategies, and experiences to enjoy the sport of basketball.

KHS 107  Golf 1 credit
This course develops the fundamental skills, strategies, and experiences to enjoy the sport of golf.

KHS 108  Racquetball 1 credit
This course develops the fundamental skills, strategies, and experiences to enjoy the sport of racquetball.

KHS 110  Health Science 3 credits
This course will provide students with the opportunity to assess their current lifestyles while examining major public health issues of regional, national, and international concern. Students will critically analyze and reflect on the implications of engaging in health-conscious behaviors for the present and future. Students will be exposed to a broad range of consumer issues and information relating to various aspects of health science. This course addresses the University Outcomes of Physical Values and Information Literacy.
KHS 114 Pilates 1 credit
This course provides students with a basic understanding of the Pilates method, and how to properly perform a wide variety of introductory mat exercises. These exercises will focus on applying the fundamental skills of Pilates, including breathing technique, focus, and body alignment. As students’ progress through exercises they will gain awareness of the mind-body relationship, and the many benefits Pilates offers.

KHS 116 Fitness Experience 1 credit
This course offers students the opportunity to experience fitness courses at a local fitness center.

KHS 117 Group Fitness Yoga 1 credit
The physical activity course offers students an introduction to the overall fitness benefits of yoga exercises. Students will develop a positive attitude toward exercise and healthful living through participation in group fitness yoga exercises and class discussion. This course involves the fitness components of strength, flexibility, balance, and muscle endurance.

KHS 118 Functional Anatomy 4 credits
This course employs a regional approach to human anatomy and the systems are also considered. Kinematic features of common athletic movements are explored.

KHS 119 Business Intercollegiate Men 1 credit
KHS 120 Cross Country-Intercollegiate Men 1 credit
KHS 121 Cross Country-Intercollegiate Women 1 credit
KHS 122 Basketball-Intercollegiate Men 1 credit
KHS 123 Basketball-Intercollegiate Women 1 credit
KHS 124 Baseball-Intercollegiate 1 credit
KHS 125 Softball-Intercollegiate 1 credit
KHS 126 Cross Country-Intercollegiate Men 1 credit
KHS 127 Cross Country-Intercollegiate Women 1 credit
KHS 128 Football-Intercollegiate 1 credit
KHS 129 Volleyball-Intercollegiate 1 credit
KHS 130 Cheerleading 1 credit
KHS 131 Dance Line 1 credit
KHS 132 Soccer-Intercollegiate Women 1 credit
KHS 133 Golf-Intercollegiate Women 1 credit
KHS 134 Golf-Intercollegiate Men 1 credit
KHS 135 Spirit Squad 1 credit
KHS 136 Basketball-Intercollegiate Men 1 credit
KHS 137 Basketball-Intercollegiate Women 1 credit
KHS 138 Baseball-Intercollegiate 1 credit
KHS 139 Softball-Intercollegiate 1 credit
KHS 140 Indoor Track & Field-Intercollegiate Men 1 credit
KHS 141 Indoor Track & Field-Intercollegiate Women 1 credit
KHS 142 Outdoor Track & Field-Intercollegiate Men 1 credit
KHS 143 Outdoor Track & Field-Intercollegiate Women 1 credit
KHS 144 Lacrosse-Intercollegiate Women 1 credit
KHS 145 Swimming & Diving 1 credit
KHS 146 E-Sports 1 credit
KHS 200 Community Safety & First Aid/CPR 1 credit
This course is designed to give students the fundamental skills and procedures necessary to identify ways to prevent injury and/or illness, recognize when an emergency has occurred, follow emergency action steps, and provide basic care for injury and/or sudden illness until professional medical help arrives.

KHS 201 Pilates Certification 6 credits
Intensive Mat-Plus (IMP) Certification Course: This course is intended to build on our students’ general fitness and exercise science industry knowledge with classroom instruction and hands-on training specific to STOTT Pilates Mat work.

KHS 220 Research Methods 4 credits
This course is designed to expose students to the principles and concepts necessary for understanding the basic elements of research in kinesiology and allied health. Students will learn about the research process, types of measurement and research, and proper writing style. Emphasis will also be placed on locating and evaluating credible evidence from various sources. Concepts from this course will assist students in applying research methods to topics within their own fields of interest.

KHS 225 Foundations of Exercise and Sports Science 4 credits
In this course, students will start their mentoring journey, learn the basics of being a successful KHS student, explore professional qualities and skills for success in the field, understand the sub-disciplines of kinesiology, and create a personal development plan.

KHS 240 Introduction to Public Health 4 credits
This course gives students an overview of the broad field of public health, which centers on health promotion and disease prevention. Throughout the course students will be actively engaged in discussions and activities that promote a greater understanding of public health as a system, as well as its interdisciplinary connections to other health care fields.

KHS 300 Applied Nutrition 4 credits
The study of the interaction of humans with food. Nutritional concepts, current consumer issues in nutrition, nutritional needs through the life cycle, and international nutritional concerns and issues are studied.

KHS 310 Drug Education 2 credits
Pharmacological and etiological foundations, schedules, classifications, theoretical approaches to dependency, addiction and tolerance together with intervention and prevention strategies are studied. This course is designed to provide students with applicable knowledge and role playing experience in the area of drug use and abuse. Students will develop a broad based knowledge of the various types of drugs and how they are being used today medically and on the street. The students will also be asked to participate in discussions designed to raise their awareness of drug use/abuse and assist them in developing the skills and habits necessary to refrain from the negative impacts of use/abuse.

KHS 311 Functional Anatomy 4 credits
This course employs a regional approach to human anatomy and emphasizes the role of the musculoskeletal system in producing movement. Elements of the nervous, cardiovascular, and respiratory systems are also considered. Kinematic features of common athletic movements are explored.

KHS 316 Psychology of Sport Injury and Rehabilitation 4 credits
Psychological factors related to sport injury and rehabilitation are examined. Special attention is given to the antecedents to injury, the stress-injury relationship, emotional responses to injury and rehabilitation, and the role psychological skills such as mental imagery, relaxation, goal setting, positive self-talk, and social support has on injury risk and recovery. Ethical issues for professionals and psychological considerations for malingering individuals are also examined.

KHS 320 Human Life Experience 3 credits
This is a survey course designed to enable students to understand the biological, physiological, psychological, social, and cultural aspects of sexuality and human sexual behavior. Students will approach much of the material from a variety of different learning strategies including, research, games, small and large groups discussions, guest speakers, group activities, small assignments/worksheets, etc.
KHS 375 Sociology of Sport and Exercise 4 credits
This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

KHS 390 Sport Management 4 credits
Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

KHS 391 Law & Sport 4 credits
This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

KHS 392 Marketing and Fundraising 4 credits
Sport marketing and fundraising presents an overview of the various techniques and strategies used in meeting the and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of date-based marketing in researching the sport consumer the overview of the marketing mix as individual units and the relationship between those units, and the development and endorsement packages.

KHS 393 Planning & Managing Sport Facilities 4 credits
This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.

KHS 394 Sport Business 4 credits
This course will include a comprehensive analysis of issues related to sports business. Topics will include finance, accounting, and budgeting as it relates to the world of sports business.

KHS 400 Health Psychology 4 credits
Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner’s thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

KHS 420 Program Administration 2 credits
Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with.

KHS 435 Sport and Exercise Psychology 4 credits
Psychology of sport and exercise and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Content examines personality traits, anxiety, aggression vs. assertion, motivation, and other individual and group variables. (Suggested prerequisite: PSY 101)

KHS 436 Motor Development, Control & Motor Learning 4 credits
This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to enhance student insight into the fundamental role that the motor system plays in the human condition. There are four broad topic areas: 1) nature and mechanisms of the expression and control of motor behavior; 2) concepts, principles and measurement of motor learning; 3) factors that influence skill and proficiency in motor performance; and 4) practical approaches to studying and learning motor skills. Content will follow motor control through motor development across the life span with special emphasis on early childhood development and late adulthood.

KHS 439 Physical Dimensions of Aging 3 credits
This course is designed to provide students interested in the gerontology population the knowledge base of physical aging. Physical aging is central to most daily activities and permeates through all aspects of life. Throughout this class, students will study the biomechanical, physiological, and motor effects associated with aging. Students will understand that when society encourages older individuals to stop being active, professions should be encouraging activity, while understanding their physical abilities.

KHS 450 Exercise Assessment 4 credits
This course will focus on exercise testing and prescription with regard to stress testing and fitness evaluations. Indications and applications for clinical exercise testing and contraindications to exercise testing will be addressed, as well as special populations.

KHS 455 Occupational and Environmental Health 4 credits
Students will be introduced to physical, chemical, and biological hazards found in the environment and the health risks associated with workplace and community exposure to them. Risks to special populations and mechanisms of reducing or controlling these risks are discussed.

KHS 460 Health Advocacy and Leadership 4 credits
Through this course, students will explore advocacy for protection and promotion of the public’s health at all levels of society. Students will learn the professional skills necessary to function successfully as patient advocates and policy advocates. In addition, student leadership styles will be investigated, including career exploration and preparation.
KHS 472   Athletic Training, Injury Prevention, and Safety 4 credits
The practical study of procedures for the care and prevention of injuries sustained during physical activity, including First Aid and Safety principles as dictated by the American Heart Association and the American Red Cross. Designed as a course for students pursuing careers in athletic training, teaching, coaching, physical therapy, or other related fields. Instruction will include lectures, informational presentations, and hands on experience.

KHS 473   Biomechanics 4 credits
This course examines the physics of human movement. Content areas include the structural mechanics of bone construction, muscle contraction, ligament, and tendon plasticity and elasticity. Sport implement mechanics and the mechanics of environmental conditions (e.g. friction, air, and water resistance) are also explored. Sport performance issues will also be analyzed for mechanical efficiency.

KHS 474   Exercise Physiology 4 credits
The physiological basis for human performance and the effects of physical activity on the body's functions are examined in theory and application. Representative experiences include lecture, discussion, group exercises, class teaching, and written projects.

KHS 475   Applied Exercise Prescription 4 credits
This course integrates important principles and theories in exercise physiology, kinesiology, nutrition, psychology, and measurement, and then applies them to physical fitness testing and individualized exercise program design for team and individual athletes. Students will learn how to select physical fitness tests, conduct physiological assessments, and design individualized exercise programs and prescriptions. (Prerequisite: KHS 474 Exercise Physiology)

KHS 479   Coaching Pedagogy 2 credits
This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs.

KHS 482   Advanced Athletic Training 4 credits
This course is geared for the athletic training student pursuing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Preferred prerequisite: KHS 472)

KHS 488   Kinesiology Independent Study 1-4 credits

KHS 490   Senior Professional Seminar 1 credit
This seminar course serves as the senior outcomes exam for all KHS majors. The course emphasizes professionalism, teamwork, and leadership, as it provides final preparation for student transition to job or graduate school. (Prerequisite: senior status)

KHS 497   Seminar in Graduate Kinesiology and Health Sciences 3 credits
This seminar is an advanced exploration of the disciplines within the kinesiology and health sciences department, and will further serve as preparation for 3+2 undergraduate students to begin their graduate program.

KHS 498   Internship 1-12 credits
This course provides students with practical experience in applying their knowledge and skills, and the opportunity to reflect on the relevance and application of their studies to professional practice.

KHS 503   Coaching Theory and Practice 3 credits
This course introduces students to theories, models, and practices of coaching as well as coaching principles and practice and how they contribute to effective coaching. Students will explore the context of coaching within the broader professions of team sports and one-on-one coaching.

KHS 510   Human Resource Management 3 credits
Discusses critical aspects of human resource management as it relates to sport organizations. An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems.

KHS 513   Strength and Conditioning 3 credits
This course familiarizes students with the scientific principles of comparative movement analysis. The students are introduced to the underlying physiological and bio-mechanical principles behind foundational training principles and how they can influence training and program design.

KHS 515   Management and Leadership 3 credits
Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, and decision making. Students will examine their individual management and leadership styles as they relate to sport management administration. This course will analyze how leadership is not only different from management but also more effective in today's workplace.

KHS 520   Sport Finance 3 credits
The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a sport management setting.

KHS 523   Scouting and Recruiting 3 credits
This course provides insight as to what it takes to identify, qualify, and recruit prospects for a sport team. Students will examine effective recruiting operations from identifying prospects to recruiting players while maintaining compliance with rules and regulations.

KHS 525   Facility and Event Management in Sport 3 credits
This course takes a multi-disciplinary approach to the theories and practices of facility design, construction, and operations. The course will examine a wide variety of both indoor and outdoor sports facilities including stadiums, gymnasiums, golf courses, fitness centers, and athletic fields. Students will also examine event management and programming within the context of stadium and arena management.

KHS 530   Research Methods 3 credits
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced.

KHS 533   Sport Media and Technology 3 credits
This course will examine the relationships between the sport industry, media, and technology. The course will explore various mediums such as radio, television, online forums, blogs, and social media, in terms of their history, function, impact, and ethical implications in the sport industry. Students will also examine the importance of technology in sport and how to integrate this knowledge into sport business.
KHS 535  Sport Marketing 3 credits
This course will examine the application of marketing principles in the sport industry. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sponsorships, branding, promotions, and event marketing.

KHS 540  Legal Aspects of Sport 3 credits
Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities, and business. The course will examine risk management strategies along with law related to operation and administration of sport-related programs. Students will explore case studies relating to the legal aspects of sports.

KHS 545  Ethics and Sociology in Sport Management 3 credits
This course explores the ethical and sociological issues in sport and recreation settings. Students will critically analyze problems and issues from an ethical and sociological perspective. Students will further examine contemporary case studies to think reflectively about the topics presented in the course in relation to present life experiences and future plans.

KHS 550  Sport Sales and Fundraising 3 credits
Sales is an essential revenue producing function for any commercial organization. Sport and recreations have a unique marketing relationship of product and inventory with the consumer and marketplace. The course is designed for the student to learn the theoretical concepts and the application of skills and practices associated with the sales process. Through readings and lectures, the course will examine the rationale regarding the benefits and disadvantages of various sales and promotional methodologies. This course will then concentrate on promotional and sales strategies, campaigns, and techniques.

KHS 553  Data Analytics for Sport 3 credits
This course explores the theory, development, and application of analytics in sports. Students will learn about analyzing and interpreting sport data through exploratory data analysis and presentation graphics, showing real world implications for athletes, coaches, team managers, and the sport industry. The class will discuss the application of analytics in sports for purposes of in-game strategy, player performance, team management, sports operations, among many other topics.

KHS 560  Mechanisms of Skilled Neuromuscular Behavior 3 credits
This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

KHS 565  Capstone 3 credits
The capstone course provides the exercise science professional with the opportunity to synthesize the learning which has taken place throughout the program. It further focuses upon the practical application of knowledge within the industry. The capstone will serve as an assessment of student learning within the Master of Science in Exercise Science program.

KHS 570  Ethics and Sociology in Sport and Exercise Science 3 credits
This course explores the ethical and sociological issues in sport and exercise settings. Students will critically analyze problems and issues from an ethical and sociological perspective. Students will further examine contemporary case studies to think reflectively about the topics presented in the course in relation to present life experiences and future plans.

KHS 575  Statistics in Kinesiology 3 credits
Students will examine the concepts, methods, and usage of statistical data within the context of kinesiology research.
KHS 7000  Current Issues and Trends in Kinesiology 3 credits
This course prepares students to analyze current problems, issues, and trends impacting kinesiology professions. The emphasis is on selecting and discussing emerging and controversial topics from research and everyday experiences that lead to action. Leadership principles are examined as students develop and identify leadership strategies, tools and applications to successfully implement a personal mission and vision statement.

KHS 7010  Medical Aspects of Exercise and Disease Prevention 3 credits
This course utilizes an epidemiological approach to examine the relationship between physical activity and health and/or disease outcomes. Emphasis is on the role of exercise in preventative medicine. Topics include the impact of exercise on various diseases, and the effect of various medical conditions on the ability to participate in vigorous exercise and competitive sports.

KHS 7020  Exercise and Health Behavior Change 3 credits
Advanced analysis of theoretical health behavior models and their application to physical activity behavior. Includes practical techniques, tools and interventions (e.g., counseling skills, motivational interviewing) to enhance exercise adherence and motivation across the lifespan.

KHS 7030  Professional Ethics and Program Management in Kinesiology 3 credits
This course examines ethical and socio-cultural issues that kinesiology students will face during their training and professional practice emphasizing conceptual frameworks needed to articulate concerns and engage in meaningful dialogue with others. Topics include the application of ethical program management, financial management, legal issues, and evaluation and planning.

KHS 7100  Cardiovascular Responses to Exercise 3 credits
This course examines the effects of acute and chronic exercise on the cardiovascular system, with an emphasis on understanding the regulatory mechanism that controls the cardiovascular system at rest and in response to aerobic and resistance exercises.

KHS 7110  Neuromuscular Aspects of Exercise Physiology 3 credits
This course provides an in-depth analysis of the structural basis for muscular contraction, regulation of energy metabolism during exercise, and adaptations of the neuromuscular system in response to aerobic and resistance exercise.

KHS 7120  Advanced Exercise & Sports Nutrition 3 credits
This course examines the role of nutrient selection, metabolism, and timing play in supporting and improving health and human performance. Topics include nutrient bioenergetics, optimizing nutrient timing, micronutrients and macronutrients, ergogenic aids, thermoregulation, fluid balance, and weight management.

KHS 7130  Advanced Exercise and Sport Psychology 3 credits
This course is designed to prepare students to apply practical and theoretical psychological principles to individuals participating in exercise and sport. Emphasis is placed on theory and research on motivation, personality, cognition, self-efficacy, leadership effectiveness, attributions, attitudes, and group dynamics.

KHS 7200  Advanced Biomechanics in Exercise Science 3 credits
This course examines qualitative and quantitative elements and physics of human movement. Content areas include the structural mechanics of bone physiology, muscle mechanics, and connective tissue principles. Sport techniques and environmental conditions (e.g., friction, air, and water resistance) are also explored. Biomechanical implications of sport and fitness skill performance will be analyzed for mechanical efficiency and effectiveness.

KHS 7210  Advanced Exercise Physiology 3 credits
The physiological responses to exercise performance and the effects of physical activity on the body's functions are examined in theory and application.

KHS 7220  Advanced Mechanisms of Skilled Neuromuscular Behavior 3 credits
This course examines the integration of thought processes with the human body to produce skilled motor performance. Theoretical perspectives and mechanisms of motor behavior are examined and applied to significant systems involving gross motor learning and control in sport and exercise.

KHS 7230  Advanced Exercise Prescription 3 credits
This course focuses upon the design of individualized exercise programs and prescriptions in health and disease. Knowledge of skills necessary for safe and effective application of these prescriptions for members of diverse populations as well as the prevention and maintenance of chronic disease are emphasized.

KHS 7240  Advanced Strength & Conditioning 3 credits
Students examine the essential physiological and biomechanical basis of resistance training principles and how they can influence training and program design. Topics include exercise techniques (resistance training, flexibility exercises, plyometrics, speed and agility), training adaptations, program design, structure and function of body systems, and techniques for evaluating various aspects of fitness.

KHS 7800  Action Research in Kinesiology 3 credits
This course provides an overview of action research methods in order to solve a kinesiology problem. Students examine unique and emerging proactive and responsive action research that generates knowledge and results in practical outcomes for participants.

KHS 7810  Applied Measurement and Evaluation Techniques in Kinesiology 3 credits
This course examines advanced testing procedures for collecting and analyzing data while applying results to real-life situations in kinesiology. Topics including testing techniques for knowledge, skill, fitness, and attitudes. The emphasis is on evidence-based decision making that can be applied to professions in kinesiology.

KHS 7820  Research Methods in Kinesiology 3 credits
This course explores important practical considerations for applying quantitative and qualitative kinesiology research. Emphasis is placed on real-world examples of how research is effectively accessed, interpreted, and used in professional kinesiology settings.

KHS 7830  Advanced Research Seminar in Kinesiology 3 credits
This course builds on the previous course, but with an intentional focus on the dissertation topic of interest for each student. In-depth research strategies, data reliability and credibility, and the IRB process are discussed and completed during this course. Students schedule the dissertation proposal during this course.

KHS 7900  Seminar in Kinesiology 1 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on selecting the dissertation topic, identifying a dissertation advisor, and drafting an Introduction.

KHS 7901  Seminar in Kinesiology 2 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on forming the dissertation committee and drafting the Literature Review.
KHS 7902  Seminar in Kinesiology 3 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor. Special focus is placed on drafting the Methodology.

KHS 7903  Seminar in Kinesiology 4 1 credit
This course provides students the opportunity to make progress on their dissertation in collaboration with a faculty mentor, placing special focus on drafting a dissertation prospectus.

KHS 7950  Dissertation 3 credits
The dissertation is an independent, scholarly work of research completed by the doctoral candidate, under the guidance of a dissertation committee. A dissertation demonstrates a candidate’s ability to undertake scholarship in his or her field through intellectual endeavor and the application of research skills. The completion of a dissertation requires a scholarly mindset involving ongoing evaluation, analysis, and synthesis of previous, relevant research as well as one’s own work. A dissertation involves exploring an important problem that warrants investigation due to its centrality to issues of practice and application.

Leadership & Management (MLM)

MLM 500  Leadership, Management, Influence and Change 4 credits
This course provides an overview of leadership, management, influence, social power dynamics, and change theories and practices, emphasizing application to the challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Introduces the philosophies and methodological approaches underlying the Master of Arts in Leadership and Management as well as the writing and online research skills students will use in this program.

MLM 510  Applied Moral and Ethical Leadership 4 credits
This course connects morality, ethics, and values with leadership and influence. Students explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals from the perspective of Christianity and vocational ethics, incorporating these elements into the personal and professional decision-making process.

MLM 520  Strategic Organizational Research 4 credits
This course provides students with the ability to gather, analyze, and synthesize complex credible information about a topic of interest using quantitative and qualitative action research methodologies. Students choose a topic that relates to leadership, management, and/or social power dynamics and properly leverage their influence as they complete an action research project using a strategy to improve an organizational situation. While the emphasis of this course is on applied methods of research, an overview of the theory and some of the political and ethical implications of research will also be covered.

MLM 525  Financial Management for Leaders 4 credits
This course explores the practical aspects of the strategic and operational roles of financial management, accounting, analysis, and an introduction to finance-based decision-making related to working capital and long-term financing and investment. Students will learn the impact of a leader and/or manager’s influence on budgeting, financial performance, and fiscal and ethical responsibility.

MLM 532  Project and Quality Management 4 credits
This course covers the practical aspects of completing tasks while working with, leading, and influencing teams in a project environment for high quality results. Students will learn how to effectively manage projects using software tools that focus on the various related leadership issues, such as monitoring needs compared with current action, team dynamics, planning, execution, problem-solving, closure, and assessment. Discussion may include appropriate quality measures including Reengineering, Six Sigma, Lean Manufacturing, Office Kaizen, and Process Improvement.

MLM 542  Strategic Leadership and Process Implementation 4 credits
This course examines the leader and manager’s role in influencing the development and implementation of vision, mission, values, and coherent strategic plans. Students will use classical and creative strategies to develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic capabilities and develop a plan for increasing their strengths in this area. Emphasis will be placed on ways to manage the implementation phase through best-practice processes.

MLM 545  Legal Issues for Today’s Leaders 4 credits
This course explores how the legal environment can influence a leader’s decisions, guiding their actions and helping them avoid legal pitfalls in today’s complex organizations. This understanding will help leaders identify greater opportunities to influence change and innovation. Students will also learn to understand and influence the spirit behind various policies, regulations, laws, and guidelines that take leadership beyond simple compliance with governmental regulations.

MLM 552  Organizational Culture Management 4 credits
This course explores how leaders manage the soft, relationship skills of organizational life to leverage their experience and practical research as they successfully influence innovative, disciplined, and well-led organizations. Topics explore strategies to a) assess an organization’s culture and climate; b) develop a continuous flow talent management mindset incorporating Training & Development methods throughout the organization; c) motivate and positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing, improving, influencing, and (re)allocating talent; d) explore the concepts and theories related to change management and improvement; and e) develop skills to influence, plan, and implement changes for improving organizational life in both corporate and nonprofit settings.

MLM 555  Leadership and Management Research, Synthesis and Reflection 4 credits
This course offers students the opportunity to leverage their learning from the entire program. They will reflect their learning related to leadership, management, and social influence on topics relevant to their professional organizational setting. Students will also complete significant final steps in their research and present a formal report on their action research project.

MLM 589  Contextual Global Experience 4 credits
This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. (May be substituted for MLM 552.

MLM 599  Independent Study 1-4 credits
Management (MAN)

MAN 101  Introduction to Business 2,4 credits
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN 120  Business Fundamentals and Entrepreneurship 2 credits
Learn what it means to be an entrepreneur while exploring foundational concepts in management, marketing, economics, and finance/ accounting. Create a full business plan for a small business in class, making daily decisions about the business in a dynamic environment.

MAN 201  Business Analytics 2 credits
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis. (Prerequisite: MAT 110)

MAN 202  Analytics, Modeling, and Techniques 2 credits
Apply tools and techniques learned through statistical modeling and visualizing data to improve skills in predictive and prescriptive analytics. Structured and unstructured data will be examined through data mining, web mining, text mining and sentiment analysis. (Prerequisites: MAT 110 and MAN 201)

MAN 204  Legal Environment of Business 2 credits
This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions.

MAN 301  Organizational Behavior 4 credits
Students study the basic principles of management while examining the effects of human behavior on teams and organizations. Students learn foundational theories of motivation, leadership, team building, and change management using classroom activities and case studies.

MAN 302  Operations and Quality Management 2 credits
This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. The production process includes the management of equipment and machinery, facilities, materials management, inventory control, scheduling, and lean operations. Quality includes quality control and quality management including six sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed. (Prerequisite: CSC 121 or CSC 210).

MAN 350  Global Management 4 credits
This cross functional course will build on management principles and apply them to global opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control.

MAN 370  Leading Nonprofit Organizations 4 credits
Explore how to lead nonprofit organizations using effective leadership and administration practices. Examine the role of nonprofit boards and leaders in meeting community and organizational needs. Learn to strengthen nonprofit organizations through financial accountability, marketing, and strategic planning. (Prerequisite or Corequisite: MAN 301)

MAN 401  Business Strategy and Ethics 4 credits
This course introduces the critical business skills of planning and managing strategic activities. Case studies are emphasized. Students learn an executive-level perspective on strategy formulation and implementation. Students also explore the divergent viewpoints one might hold in analyzing the ethical issues likely to confront business practitioners. This course is the capstone course in the Business Program. Therefore, students should take this course only during one of the last two semesters of their program. (Prerequisites: ECO 101, MAT 110, ACC 201, MAN 301, FIN 301, MAN 201)

MAN 410  Managing Talent, Change and Negotiations 4 credits
The role of the human resource management function in organizations will be studied in this cross functional course. The changing nature of work and demographic shifts will be of particular emphasis. The course also will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations, and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations and preserving relationships using principled dispute resolution strategies. (Prerequisite: MAN 301)

MAN 415  Biblical Christianity for Thoughtful People 4 credits

MAN 420  Managing Volunteers and Fundraising 4 credits
Learn the difference between managing paid employees and managing volunteers, and discover how strategies in volunteer management fits your own management style. Explore innovative approaches to fundraising and then put these ideas into action as you organize a fundraiser for a local nonprofit organization. (Prerequisite: MAN 301)

MAN 435  Applied Ethics 4 credits
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public and work lives.

MAN 450  Managing Finances and Business Strategy 4 credits
Students will apply business analytical tools in finance and accounting to real world business scenarios. Students will use popular business software, such as QuickBooks, to gain experience in implementing and managing small business finances. Through case studies and other techniques students will learn how to integrate their knowledge of business disciplines in developing business strategy which will include principles of stewardship and sustainability issues.

MAN 460  Managing Teams, Communication & Projects 4 credits
This course focuses on team building and team leadership utilizing communication, conflict management, and decision making skills. Project management techniques that will enhance success in leading and completing projects are also covered. Students will apply project management knowledge, tools and techniques to an actual team project. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. This course is for seniors only. (Prerequisite: MAN 301, CSC 210 or CSC 121)

MAN 488  Independent Study 1-4 credits

MAN 498  Internship 1-12 credits

MAN 499  Senior Outcomes 0 credits
Management and Leadership (MAL)

MAL 402  Team Leadership 4 credits
Learn how team functions affect organizational effectiveness. Through hands-on team exercises, practice developing team culture, decision-making, increasing productivity, providing critical feedback, and resolving conflict in groups. Students develop strategies to lead and build productive teams. (Prerequisite: Minimum grade of C- in BUS 380 or HRM 382)

MAL 404  Leading Change 4 credits
Develop the skills needed to support innovation and improvement in organizations. Design an organizational change plan, create a vision, manage the communication, and identify the barriers to effective implementation of the change. Explore the impact of change on the day-to-day work experience of organizational members, and discover how culture, management philosophy, and individual performances are influenced by change. (Prerequisite: Minimum grade of C- in BUS 380 and MAL 402)

MAL 406  Project Management 4 credits
Enhance leadership skills by applying effective project management tools and techniques to initiate, plan, execute, monitor, control, and close a project. Practice project management leadership techniques that will help teams meet organizational goals. Topics include project scope, cost, time, integration, quality, communication, risk human resources, and procurement management. (Prerequisite: Minimum grade of C- in BUS 380 and MAL 402)

MAL 408  Conflict Management and Negotiations 4 credits
Develop strategies to manage organizational conflict effectively and lead collaborative negotiations. Learn how positive dialog and effective communication can change organizational conflict from destructive to constructive. Master the art of win/win collaborative negotiations while preserving relationships using principled dispute resolution strategies. Improve negotiating skills by practicing strategies and tactics to conduct collaborative and competitive negotiations. (Prerequisite: Minimum grade of C- in BUS 380 or in HRM 382)

MAL 410  Strategic Planning Capstone 4 credits
Learn to construct a strategic plan for a business aligning the vision, mission, and strategic objectives, while developing concrete action plans for success. Incorporate performance analysis using strategic decision making tools and write recommendations that reflect critical and ethical thinking. This course brings the skills, tools, and analysis learned throughout the program together into a culminating capstone project. (Prerequisite: Minimum grade of C- in MAL 404 and MAL 406)

Marketing (MAR)

MAR 301  Principles of Marketing 4 credits
This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing)

MAR 302  Consumer Behavior 4 credits
This course addresses the theoretical background for understanding consumer behavior. This course will examine the interaction between the environment, consumer’s affect and cognition and a consumer’s ultimate behavior. Various theories and perspectives on consumer motivation, attitude formation, information processing, and decision-making will be discussed throughout this course.

MAR 313  Advertising and Promotions 4 credits
This course is designed to provide students with a basic understanding of integrated marketing communications through advertising, promotions, personal selling, public relations and internet marketing. Ethical issues related to these topics will be examined and trends in consumer and business-to-business buyer behaviors will be explored. (Prerequisite: MAR 301)

MAR 413  Marketing Research 4 credits
This course will teach some of the fundamental tools needed to analyze the behavior and attitudes of all types of consumers. Students will acquire an overview of scientific methods and the research process. Skills learned will include learning how to identify problems, formulate problem definitions, define research objectives, choose and develop the research design, analyze data, and write up and present a report. Students will be taught several research techniques including survey, observation, focus groups, in-depth interviews, projective techniques, experimentation, and secondary data analysis. This course is for seniors only. (Prerequisites: MAR 301)

MAR 414  Marketing Strategy 4 credits
This is the senior marketing capstone course. In the class we will discuss how marketing strategy, tactics, theory and practice are integrated. Students will learn to apply strategic thinking through case analysis and through class facilitation and frequent participation. (Prerequisite: MAR 301 and MAR 413)

MAR 470  Digital Marketing 2 credits
This course will focus on the latest tactics and techniques used by companies in online marketing. Online, digital, social media, and e-commerce, search engine, and mobile marketing are all growing aspects of integrated marketing campaigns. Students will learn the fundamental elements of effective online marketing and will prepare marketing plans that incorporate these new tactics. (Prerequisite or Corequisite: MAR 301 and Junior standing)

MAR 471  Global Marketing 2 credits
This course examines the complexities of international marketing. The scope and nature of international and global marketing operations are introduced. The influence of culture on global marketing is explored. The traditional elements of marketing, including price, product, promotion, distribution, and service are examined in the context of international markets. Students are asked to analyze what it takes to introduce a product into a foreign market. (Prerequisite: MAR 301)

MAR 488  Marketing Independent Study 1-4 credits
MAR 498  Marketing Internship 1-12 credits
Marketing Management (MKM)

MKM 311 Innovation and Complex Systems 4 credits
This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovation allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires, viewing themselves as agents of innovation within organizations. Within this course of study the student will also examine the underlying dynamics, culture and change within an organizational context.

MKM 321 Marketing Innovation 4 credits
This course will explore the explosion of Internet marketing options and mobile marketing are also built into the course. By analyzing a company’s market environment and marketing strategy elements.

MKM 330 Integrated Marketing Communications 4 credits
This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

MKM 342 Marketing Research 4 credits
This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan.

MKM 350 Interactive and Mobile Marketing 4 credits
This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company’s marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

MKM 360 International Marketing 4 credits
Today the economy is global and it is necessary to understand other world stakeholders and how business is ethically implemented worldwide. This course focuses on contemporary issues marketing across national borders, marketing within foreign countries and collaborating within global markets. Areas of focus include identifying marketing-based international business opportunities within the context of cultural, social, economic and governmental factors that may influence buyer behavior and ultimately determine market strategy. Students will create international marketing plans to market products to other countries.

MKM 386 Marketing Principles 4 credits
Develop skills for effective integrated marketing and business strategy to create innovate and sustained competitive advantage in the digital economy. Learn to ethically apply these insights for business growth to advance strategy. Students explore international marketing perspectives emphasizing future trends while examining the current market environment and marketing strategy elements.

MKM 401 Understanding and Developing a Strategic Approach to Social Media 4 credits
This course will teach the fundamentals of using social media and explore how it is changing business communications through integration into marketing, PR, customer service and sales functions. Students will explore the process of developing a social media marketing and communications strategy for a business or organization and creating a strategic plan to chart a course for implementing that strategy. The strategic process will be supported by research and measurement projects using social search tools, in addition to assessing client goals, expectations and resources. Students will receive an introduction to the most widely used social tools in preparation of their research. As part of this course, students will choose a client to work with developing a real world social strategy throughout the series of three courses (Strategy, Implementation and Measurement).

MKM 402 Implementing Social Media Plans and Processes 4 credits
This course will explore the process of implementing a social media marketing and communications strategy utilizing a range of social media applications and platforms (including mobile). This process will include developing engagement approaches and creating content and social objects to populate channels for that engagement. Students will learn the fundamentals of building and optimizing a powerful presence in the most widely used social channels (Twitter, Facebook, LinkedIn, blogs, etc.) gaining real-world experience in this process by working with a client of their choice (this must also be the same client they developed a social media strategy in the prior course).

MKM 403 Monitoring and Measuring Social Media Communications 4 credits
This course will explore the process of managing and measuring a social media strategy using a range of (paid and free) social search and measurement tools. This process will include learning more about the role of a Community Manager and understanding the practical applications of launching a social media initiative and integrating social media into an existing company infrastructure. Students will learn the fundamentals of social media monitoring and strategies for online reputation management and will be exposed to a range of social media case studies. They will also have an opportunity to present their own measurements when they report on the successes and struggles working with the client they selected for SMC 401 and 402 courses.
MKM 411 Applied Business Ethics 4 credits
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

MKM 431 Applied Accounting & Finance 4 credits
In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

MKM 440 Business Plan 3 credits
Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

MKM 441 Marketing Strategy 4 credits
This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization's ability to create a competitive value proposition for the consumer.

MKM 450 Innovation and Systems Thinking 4 credits
Learn the framework and techniques to systematize innovation taking advantage of emerging opportunities. Develop an understanding for how innovation affects the deployment of resources fulfilling customer desires. Examine the underlying dynamics, culture, and change within an organizational context and its interrelated systems. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 452 Integrated Promotional Strategy 4 credits
Explore competencies in advertising, PR, sales promotion, and marketing through analyzing their strengths and weaknesses. Gain skills in strategy development and planning while concentrating on incorporating targets, timing, and message strategies with a U.S. and global perspective. Develop authentic communication skills to ethically advance organizational strategy. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 454 New Media Literacy and Social Media 4 credits
Learn to analyze, develop, implement, and evaluate communication strategies in the new media landscape where traditional channels and online social media co-exist. Explore digital, mobile, and social media, how to build digital media marketing strategies and track their effectiveness to increase shareholder value. Consideration will also be given to ethical issues associated with online privacy and security. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 456 Marketing Information and Analysis 4 credits
Examine management interaction and leadership in the world’s largest industry by identifying and addressing growth strategies. Develop key management concepts and techniques to support workplace efficiency and productivity to ethically drive the industry through winning customer experiences. (Prerequisites: Minimum grade of C- in MKM 386)

MKM 480 Business Plan 4 credits
This course spans the Marketing Management and Innovation program at Concordia University. It is presented as an independent study where students create their own business plan for a selected company, product, entity, or department approved by their faculty advisor. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

MKM 488 Independent Study 1-4 credits

MKM 490 Business Strategy Plan 4 credits
Examine the interaction between business and market strategy to create innovative and sustained competitive advantage. Explore the foundation, processes, outcomes, and state of market strategy within the general framework of the firm. Utilize skills to complete a business plan as the program's capstone. (Prerequisites: Minimum grade of C- in MKM 450, MKM 452, MKM 454, and MKM 456)

MKM 498 Internship 1-12 credits
The Marketing Internship provides the opportunity to gain knowledge through the experiential activities of organizational life. Joint cooperation with business, government, and non-profit institutions in structuring and monitoring work experience aimed at supplementing the marketing learning process. Opportunities are developed in consultation with the faculty advisor and department chair and require approval of both.

Math (MATX)

MATX 333 Mathematical Theory of Interest 3 credits
This course covers a range of topics relevant to Actuaries, including measurement of interest rates, basic problems in interest theory, basic annuities, continuous and varying annuities, yield rates, amortization, bonds and other securities, practical applications, and stochastic approaches to interest. More broadly, course material will cover pricing of bonds, mortgages, annuities, and other financial instruments. Return on investment, duration, convexity, and portfolio immunization are also covered.

MATX 383 Financial Mathematics: Discrete Time 3 credits
This course serves as an introduction to derivative contracts and option combinations. It also covers Arbitrage-free option bounds & early exercise of American options. Arbitrage-free valuation and risk-neutral pricing are used to price vanilla and exotic contracts using the binomial asset pricing model in discrete time, and the quantitative strategies to hedge portfolios consisting of such assets are also discussed.
MATX 433  Financial Mathematics: Continuous Time 3 credits
This course covers the rational valuation of stock and currency options and the application of option "Greens" to solve a range of problems. It also serves as an introduction to lognormal pricing, Monte-Carlo simulations, and Brownian motion. Finally, it explores the interest rate models of Vasicek, Cox-Ross-Ingersoll, and Black-Derman-Toy to model and price derivatives on bonds.

MATX 483  Risk Management with R 3 credits
This course focuses on team-based problem solving in actuarial science & risk management. Students will learn the fundamentals of the R programming language, RStudio and R Markdown, and use these tools to complete a range of projects. Projects vary, but may include bond and loan amortization, analysis of the efficient frontier and the capital asset pricing method, insurance liability & estimates of expected loss. This course culminates in a capstone project that ties together skills from throughout the Actuarial Sciences program.

MATX 500  Adding Relevance to Teaching Mathematics 3 credits
When students engage in mathematics that is relevant to their world, they pose questions, seek answers, and are passionate about math. Relevant and rigorous math satisfies students’ natural curiosity while building their understanding of math concepts. When coupled with asking good questions, engaging in three-act math tasks, and incorporating technology, relevant math can also enhance literacy skills, interest in math, and engagement in authentic learning experiences that connect to problem-solving in the real world. In this course, you will learn practical methods for using relevant math concepts, theory, and practice to spur students’ excitement for and engagement with math tasks. By examining current research and practice, you will be able to develop lessons that students will both love and remember. For example, you’ll develop strategies for integrating inquiry-based learning, authentic problem-solving, math-based investigations, and student-centered approaches to help students tackle complex and rigorous questions. By the end of the course, you will be able to integrate researched-based techniques to guide mathematical inquiry in a manner that motivates and excites students, supports math comprehension, and creates a lifelong interest in math. This course is offered through Advancement Course.

MATX 501  Building an Effective Elementary Mathematics Curriculum 3 credits
Elementary-level math sets up the foundation for all higher mathematics and the basic math skills that students will use for their entire adult lives. With so much at stake, how do you ensure students leave your classroom with the knowledge they need to succeed in the future? In this course, you will learn to develop a strong and robust mathematics curriculum for your K–6 students. Whether you want to change what you teach or how you teach it, you will receive step-by-step advice for how to ensure your curriculum effectively communicates and assesses the skills advised by standards such as Common Core and the National Council of Teachers of Mathematics (NCTM). You will cultivate strategies for differentiating instruction, selecting engaging activities, reaching students with diverse learning styles, communicating effectively to both individual students and the entire class, ensuring authentic understanding, and connecting your instruction to district and national standards. With the knowledge and methods you gain in this course, you will be prepared to offer your students a cohesive and cutting-edge math curriculum with compelling activities and effective teaching strategies. This course is offered through Advancement Courses.

MATX 502  Closing the Gender Gap in STEM 3 credits
The gender gap in science, technology, engineering, and math (STEM) is real. Females are less likely to do well on the math sections of college entrance exams, less likely to major in STEM fields, and less likely to take most math and science Advanced Placement exams, among many other startling statistics. Divisions between females and males in attitudes toward STEM subjects appear very early in elementary school and are exacerbated by societal beliefs about the interests and aptitudes of children of different genders. In this course, you will explore the nature of the gender gap in math and science and how you can help to close it. You’ll learn specific strategies for helping girls become better learners in STEM subjects and mitigate negative beliefs about their abilities in these fields. Through methods such as differentiating lessons, teaching to girls’ typical learning styles, and working with girls’ strengths, you will cultivate new methods of addressing the gender gap in your classroom by increasing girls’ confidence, abilities, and performance in STEM fields. Using the techniques from this course, you will be able to empower your female students to take a deeper interest in STEM subjects and pursue further education and careers in these important fields. This course is offered through Advancement Courses.

MATX 503  Designing and Implementing Quality STEM Instruction 3 credits
The importance of STEM (science, technology, engineering, and mathematics) in education and the workforce has been well-established over the last couple of decades. But how can you incorporate STEM activities in your elementary and middle school classroom? Traditionally, science and math are taught separately, technology is its own class or elective, and engineering projects are reserved for specialized classrooms. STEM, however, introduces a major shift in how to teach these disciplines, and mirrors how these fields work in the real world. In this course, you will learn how to successfully plan and implement authentic, integrated STEM instruction that engages students in the processes and practices of scientists, mathematicians, and engineers. Starting with an overview of what STEM is, you will explore the benefits of integrating STEM project-based learning and how to plan effective STEM instruction. You will cultivate ideas for STEM units, projects, and lessons; modifying projects and lessons based on class and individual student needs; and designing integrative STEM instruction. Armed with the practical tools from this course, you will be able to engage your students to think and act like real scientists and engineers. This course is offered through Advancement Courses.

MATX 504  Fundamentals of Teaching Mathematics 3 credits
Although math equations never change, there is no end to the tools and techniques you can use to teach them. In this course, you will learn a variety of methods for introducing students to mathematical reasoning, sets and functions, and whole numbers. You’ll develop strategies for mathematical instruction on a variety of topics, including number theory, integers, rational numbers, geometry, algebra, statistics, and probability. In addition, you’ll create a mathematics-based project that relates to the real world, helping students to see the importance and authenticity of the work they’re doing. The strategies you learn in this course will prepare you to teach a variety of mathematical topics in a memorable and engaging way for your students. This course is offered through Advancement Courses.
MATX 505  Math Manipulatives for Geometry 3 credits
Whether students realize it or not, geometry is all around them. Whether it's through architecture, interior design, engineering, urban planning, or even fashion design, geometry touches many parts of students' lives and possible future careers, and the spatial reasoning that undergirds this subject is essential for students' academic success. When used correctly, manipulatives are excellent tools to help make geometric concepts more tangible for students without ever having to leave your classroom. In this course, you will learn a number of techniques for using manipulatives to teach geometric concepts to students of all grade levels. You'll explore a wide variety of physical and virtual manipulatives to determine which ones will be most beneficial for your students and your lesson plans. In addition, you'll develop strategies to connect the study of geometry to other disciplines such as language arts, project-based learning, and other creative endeavors. Using the tools and techniques from this course, you will be able to instill vital geometric principles in your students that will not only help them succeed academically, but give them spatial reasoning and problem-solving skills they can use throughout their lives. This course is offered through Advancement Courses.

MATX 506  Problem Solving in Mathematics 3 credits
The ability to solve problems creatively and flexibly is becoming increasingly essential in today's world, our careers, and our daily lives. Mathematics is an excellent vehicle for learning these skills, and problem solving is a wonderful way to develop conceptual understanding and procedural fluency in mathematics. In this course, you will examine the research and reasoning behind the movement to emphasize problem solving as a foundation of mathematics education. You will learn how students solve problems and develop strategies for incorporating problem solving in the classroom, both as a goal and as a means for mathematical discovery. You'll also cultivate resources for finding and creating authentic problems for students to solve both individually and collaboratively, and methods for assessing their work in a helpful, meaningful way. With the techniques you learn in this course, you will be able to expand your students' thought processes in a way that helps them in math class and beyond. This course is offered through Advancement Courses.

MATX 507  Real-World Applications for Algebra 3 credits
"When will I ever use this?" That's the common complaint from students when they first face the rigors of higher mathematics, starting with algebra. Unfortunately, many teachers' response is to give them an off-the-cuff answer (that they'll forget five minutes later) and then go back to talking about equations. However, you can teach algebra in a way that helps students see its connections to their lives and future careers. By creating authentic assessments that relate to real-life problems, you can increase your students' engagement and motivation in learning the basic principles of algebra. In this course, you will learn to adapt traditional algebra lessons to incorporate modeling and project-based learning. You will examine how students develop problem-solving skills so you can design lessons to aid in that process. Finally, you will create an authentic algebra-based project that you can start using in your class immediately to help your students see the connections between what they're learning and what's beyond the classroom. This course is offered through Advancement Courses.

MATX 508  Fostering Mathematical Mindsets 3 credits
Mathematics is not the regurgitation of the facts and algorithms that have traumatized children for generations. Science has proven that we aren't born with or without an elusive math gene that opens doors to successful and rewarding careers. Rather, math is an expression of the patterns that we recognize in our universe, allowing us to make sense of and communicate the wonder of our existence. Building upon Carol Dweck's landmark mindset theory, Stanford University's Jo Boaler has embarked upon a mission to make math accessible to all, and this course gives you the tools to join her mission. You will examine current research on how our brains process learning in general and math in particular. In addition, you'll develop strategies to encourage students to develop authentic number sense and generate enthusiasm in students while diminishing math anxiety. You will also learn best practices for providing equitable access to all of your students. With the strategies that you learn in this course, you will be able to create a learning environment that encourages all students to access their natural mathematical abilities and build upon their ability to recognize the math that exists all around them. This course is offered through Advancement Courses.

MATX 509  Strategies for Developing an Engaging and Effective Secondary Math Curriculum 3 credits
You've no doubt experienced it: the blank stares, the frustrated expressions, the complaints that students will never use math concepts in "the real world." However, you know that mathematical thinking and principles are essential for students' future; you just need to help them see it. In this course, you will develop a plan for a strong mathematics curriculum that emphasizes a deep and thorough understanding of concepts and skills. You will cultivate strategies and tools to strengthen and deepen math instruction by integrating hands-on activities that highlight critical thinking skills. In addition, you will learn techniques for differentiating and scaffolding your instruction to ensure that you reach students with a variety of learning styles and proficiency levels. After completing the course, you will be prepared to provide your students with an in-depth math curriculum that features real-world activities and best-practice teaching strategies. This course is offered through Advancement Courses.
MATX 510  Supporting Literacy Skills in the Elementary Math Classroom 3 credits
Teaching mathematics in the elementary classroom (grades K–5) is markedly different today than it was in the past. New expectations for students and new understandings about how they learn have necessitated changes in instructional practices. Today, we know that math must be developmentally appropriate and accessible for young students, and the process of learning math content must also hone their literacy, problem-solving, and critical thinking skills. In this course, you’ll explore strategies for integrating literacy into your math instruction to support the meaningful engagement of your students, including early readers and nonreaders. You’ll learn techniques for adjusting your math curriculum and instruction to accommodate different ability levels, focusing on how to develop your students’ math and literacy skills as you work with those who struggle with math-related anxiety, learning disabilities, or a lack of challenging content. You’ll also acquire tools for promoting collaborative problem-solving among your students. In addition, you’ll cultivate resources you can use across your curriculum to make mathematical concepts tangible to your students. Using the resources and techniques from this course, you’ll be able to design and implement math instruction that develops your students’ math and literacy skills regardless of their learning needs. NOTE: If you have taken the Advancement Courses online course, Math Literacy for Successful Classrooms, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other courses in Math. This course is offered through Advancement Courses.

MATX 511  Supporting Student Success in STEM Using Blended Learning 3 credits
The question of whether technology will replace teachers in the classroom is one that often arises in digital learning conversations. While we can agree that computers will not replace our educators, research shows that technology can aid teachers in achieving their instructional goals. In this course, you will learn how to use blended learning—instruction that combines online and onsite (in-classroom) resources and practices—to build a collaborative, engaging, efficient, and effective learning environment that hones students’ interest in STEM subjects, and cultivates the skills they need to tackle the challenges of the 21st century. NOTE: If you have taken the Advancement Courses online course, Blended Learning: Teaching in the Digital Age, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other technology courses. This course is offered through Advancement Courses.

MATX 512  Teaching Math With Children's Literature 3 credits
Imagine a group of students gathered around their teacher as she reads a beautifully illustrated picture book. She pauses to ask questions about the story, inviting students to share their thinking with the group. After the read-aloud, the students talk excitedly about the book and then play a game based on the story. The teacher is relaxed and animated, and the students love the playful activity. Now imagine this is a math lesson! In this course, you will explore the many reasons why it’s beneficial to incorporate children's literature into elementary and middle school mathematics instruction. You will be equipped with several examples of picture books, children's literature, lessons, activities, projects, and games that creatively extend read-alouds into open-ended opportunities to develop students’ mathematical thinking. In addition, you will learn how to develop combined math—literature learning experiences that are accessible to many types of learners, foster critical thinking, facilitate collaboration and math-based discussions, and generally encourage students and teachers to have FUN with math! Say goodbye to math lessons that only focus on numbers, solutions, and computation, and say hello to bringing the best of children's literature into math teaching and learning! This course is offered through Advancement Courses.

MATX 513  Tech Tools for the Math Classroom 3 credits
In the past, math teachers spent a lot of time telling their students not to use calculators or other technology so they could learn how to work formulas for themselves. However, when used correctly, technology resources can actually be helpful for increasing student engagement, introducing 21st-century skills in the classroom, teaching complex mathematical concepts, and remediation of struggling students. But how do you find the right technology tools, and how do you incorporate them in your existing lesson plans? In this course, you will review a wide variety of resources and select ones that will work best in your classroom and teaching context. Regardless of what grade or subject you teach, you’ll learn strategies for using technology to engage, inspire, and educate your students. In addition, you’ll examine important issues such as learning styles, authentic understanding, differentiation, and assessment so you can better reach all students in your class, including gifted learners and students who have special needs. Using the resources and technique from this course, you will be equipped to enhance your teaching practices and provide your students with a plethora of opportunities to explore mathematical concepts through technology. This course is offered through Advancement Courses.

MATX 514  The Common Core State Standards in Math: Connecting Content and Practice, 6-8 3 credits
The Common Core State Standards in Math (CCSSM) and the Standards of Mathematical Practice (SMP) provide valuable benchmarks for the skills your middle school students need to succeed in the modern world. However, how do you know if your activities and lesson plans align with these standards to prepare students for success in their future education and careers? Whether you’re a new or experienced teacher, this course offers you the opportunity and motivation to gain a deep familiarity with the Common Core’s content and philosophy in middle school mathematics. These standards encourage deep conceptual understanding, procedural fluency, and creative and flexible problem-solving skills that will empower your students to learn individually and collaboratively. You’ll compare your current classroom practices with CCSSM and SMP standards, and develop or compile hands-on, interactive, student-centered activities and instructional plans that align with these goals. CCSSM doesn’t have to be overwhelming. With the techniques you learn in this course, you’ll be able to ensure that your curriculum aligns with national standards and sets up your students for academic success. This course is offered through Advancement Courses.
**MATX 515** The Common Core State Standards in Math: Connecting Content and Practice, 9-12 3 credits

The Common Core State Standards in Math (CCSSM) and the Standards of Mathematical Practice (SMP) provide valuable benchmarks for the skills your high school students need to succeed in the modern world. However, how do you know if your activities and lesson plans align with these standards to prepare students for success in their future education and careers? Whether you’re a new or experienced teacher, this course offers you the opportunity and motivation to gain a deep familiarity with the Common Core’s content and philosophy in high school mathematics. These standards encourage deep conceptual understanding, procedural fluency, and creative and flexible problem-solving skills that will empower your students to learn individually and collaboratively. You’ll compare your current classroom practices with CCSSM and SMP standards, and develop or compile hands-on, interactive, student-centered activities and instructional plans that align with these goals. CCSSM doesn’t have to be overwhelming. With the techniques you learn in this course, you’ll be able to ensure that your curriculum aligns with national standards and sets up your students for academic success. This course is offered through Advancement Courses.

**MATX 516** The Common Core State Standards in Math: Connecting Content and Practice, K-5 3 credits

The Common Core State Standards in Math (CCSSM) and the Standards of Mathematical Practice (SMP) provide valuable benchmarks for the skills your elementary students need to succeed in the modern world. However, how do you know if your activities and lesson plans align with these standards to prepare students for success in their future education and careers? Whether you’re a new or experienced teacher, this course offers you the opportunity and motivation to gain a deep familiarity with the Common Core’s content and philosophy in elementary mathematics. These standards encourage deep conceptual understanding, procedural fluency, and creative and flexible problem-solving skills that will empower your students to learn individually and collaboratively. You’ll compare your current classroom practices with CCSSM and SMP standards, and develop or compile hands-on, interactive, student-centered activities and instructional plans that align with these goals. CCSSM doesn’t have to be overwhelming. With the techniques you learn in this course, you’ll be able to ensure that your curriculum aligns with national standards and sets up your students for academic success. This course is offered through Advancement Courses.

**MATX 517** The Language of Math 3 credits

Unlike other subjects, math uses unfamiliar language and symbols that can sometimes intimidate students before they even start to work an equation. As with any technical language, mastering the terminology is essential to the conceptual understanding of the subject matter, but where do you start so as not to overwhelm your students? In this course, you will examine mathematical definitions, the complexity and potential ambiguities of terms, and how to define mathematical symbols as a part of students’ vocabulary. You will look at the grammatical structure of mathematical language, and how applying that structure can assist in conceptual understanding. Visual representations and technology can be a great tool for helping students master math terminology. In addition to learning how to incorporate visuals, you will develop road maps for helping students approach word problems, and create rich problem-solving tasks to help build students’ conceptual understanding. With the techniques you learn in this course, you’ll be better equipped to prepare your students to navigate the language of mathematics in your classroom and beyond. This course is offered through Advancement Courses.

**MATX 519** Teaching Life Skills and Financial Literacy 3 credits

In a recent study from the Ewing Marion Kauffman Foundation, 75% of adults said they believed a high school degree should focus primarily not on preparing students for higher education, but on preparing them for the “real world.” This finding begs the question: Should high school teachers sacrifice time teaching academic topics to teach life skills? Many believe the answer is yes—and the good news is you can incorporate life skills training into your existing curriculum and classroom practices. In this course, you will examine your internalized beliefs about teaching students life skills in the classroom and explore how you can integrate these skills into your existing curriculum in relevant, motivating ways. You’ll develop strategies and tools for engaging parents and community resources and for promoting life skills lessons throughout your school community. In addition, you’ll analyze the types of career, financial, and household skills students will need and create standards-based lessons to support your students’ development of these skills. With the techniques you gain in this course, you will be able to help your students develop the skills they need to successfully transition to adulthood no matter what educational or career track they take.

**MATX 520** Social Justice in the Math Classroom 1 credit

Often, we think of social justice topics as belonging most naturally in an ELA or social studies classroom. After all, don’t numbers and math formulas work the same regardless of your background or circumstances? However, when done correctly, discussions about social justice issues can actually contribute to a more authentic and relevant learning experience in mathematics. In this course, you’ll learn how to implement social justice in the math classroom, with concrete strategies and activities spanning from early childhood to high school. You’ll examine how implicit bias has impacted education, particularly mathematics. In addition, you’ll see how to incorporate real-world topics in social justice into your math lessons, as well as introducing students to diverse trailblazers in the field. Using the strategies from this course, you’ll be able to create a more academically, culturally, and socially sound environment for teaching and learning mathematics.

**MATX 521** Using Diagnostic Assessments to Differentiate Math Instruction 2 credits

Math teachers face enormous pressure to help their students perform well on state and national exams. However, these cumulative end-of-year assessments do little to help teachers evaluate how students are performing throughout the year and how to help them effectively while they’re still in your classroom. That’s where diagnostic assessments come in. Diagnostic assessments give you the data you need to determine students’ needs and drive instructional practices to improve their learning. In this course, you will learn a variety of assessment techniques to help you diagnose students’ strengths and weaknesses in the math classroom. The key to differentiating curriculum is having the appropriate data that show you what kind of support students need. Therefore, we’ll explore how to create assessments that yield the right data, plus techniques for implementing the assessments successfully. In addition, you’ll receive tech tools, posters, graphic organizers, and templates that will help you design assessments and differentiate your curriculum. Using the techniques from this course, you’ll be able to meet the diverse needs of all learners in your classroom to help them achieve their highest potential in math.
MAT 095 Mathematics Workshop 2 credits
This course is not a general education course and should only be taken by students planning to take a course with MAT095 listed as a prerequisite. The goal of this course is to strengthen basic math skills in preparation for future math courses. The course begins by reviewing operations with whole numbers, fractions, and signed numbers. The course builds to simplifying algebraic expressions, solving linear equations, and solving problems with percents. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Credit for this course does not apply to degree requirements.)

MAT 101 Contemporary Mathematics 3 credits
This course was designed to give the liberal arts student an experience in contemporary mathematics with emphasis on its connection to society. The concepts include financial mathematics, statistics, apportionment, voting, graphs and networks. (Prerequisite: Minimum grade of C- in MAT 095 or level 2 or higher placement on the Math Placement Exam.)

MAT 103 Beginning Algebra 2 credits
This course is not a general education course and should only be taken by students planning to take a course with MAT103 listed as a prerequisite. Topics include calculator skills, combinatorics, linear equations and systems of linear equations, story problems, function notation, exponentials and logarithms. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT095 or level 2 placement on the Math Placement Exam.)

MAT 105 Intermediate Algebra 2 credits
This course is not a general education course and should only be taken by students planning to take a course with MAT 105 listed as a prerequisite. Topics include properties of exponents, polynomials, factoring, radicals, rational equations, and graphing functions. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: A minimum grade of C- in MAT 103 or level 3 placement on the Math Placement Exam.)

MAT 110 Introduction to Probability and Statistics 3 credits
This course will explore fundamental topics from probability and descriptive and inferential statistics and apply these to a range of areas of study including business, social science, and biology. Topics include probability and counting rules, probability distributions, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance. (Prerequisite: Minimum grade of C- in MAT 103 or level 3 or higher placement on the Math Placement Exam.)

MAT 125 Precalculus 4 credits
This course emphasizes functions and their applications. It starts with investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. The course continues by exploring transcendental functions including exponential, logarithmic, and trigonometric functions. The course concludes with a study of conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. Students must earn a minimum grade of C- in this course to progress to the next level Math course. (Prerequisite: Minimum grade of C- in MAT 100 or MAT 105 or level 4 or higher placement on the Math Placement Exam.)

MAT 135 Calculus I 4 credits
This course explores the concepts of limit and continuity, investigates techniques of differentiation and its applications, introduces integration, and provides the framework for the Fundamental Theorem. (Prerequisite: Minimum grade of C- in MAT 125 or level 5 placement on the Math Placement Exam.)

MAT 145 Calculus II 5 credits
This course is a continuation of MAT 135. Topics covered include techniques of integration, an introduction to differential equations, sequences and series and applications of these concepts. Other topics include parametric equations, polar equations, and conic sections. Students will be introduced to a computer algebra system. (Prerequisite: Minimum grade of C- in MAT 135 or equivalent)

MAT 155 Quantitative Reasoning for Health Care Professionals 3 credits
This course is designed to meet the quantitative needs of students pursuing majors in health care. The course will include a review of essential math concepts needed for dosage calculation including: fractions, percentages, measurements, conversions, and ratios. This course will help students in applying basic mathematical concepts to real world situations. Dosage accuracy is highlighted in scenarios that employ critical thinking skills. The course will also include a basic introduction to the statistical concepts of mean, median, mode, standard deviation, and z-scores, with an emphasis on medical examples. (Prerequisites: Minimum grade of C- in MAT 095 or level 2 placement on the Math Placement Exam.)

MAT 200 Foundations of Elementary Mathematics 4 credits
This course gives students the mathematical foundation necessary to teach K-6 mathematics and to prepare for the Minnesota Teaching Licensure Basic Skills Exam. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques. (Prerequisite: Minimum grade of C- in MAT 100 or MAT 105 or level 4 placement on the Math Placement Exam.)

MAT 201 Elementary Mathematics: Numbers and Functions 3 credits
Mathematics content knowledge for K-6 classrooms presented using methods that deepen students’ understanding of the content and prepare students to present the material in their future classrooms. The course will emphasize problem solving, making connections, communication, reasoning, and using multiple representations. Content focus areas include: functions, graphs, proportions, and number sense. This course can be taken before, after, or at the same time as MAT 202.

MAT 202 Elementary Mathematics: Geometry and Statistics 3 credits
Mathematics content knowledge for K-6 classrooms presented using methods that deepen students’ understanding of the content and prepare students to present the material in their future classrooms. The course will emphasize problem solving, making connections, communication, reasoning, and using multiple representations. Content focus areas include: geometry, measurement, probability, statistics. This course can be taken before, after, or at the same time as MAT 201.

MAT 220 Discrete Mathematics 3 credits
This course serves as an introduction to formal proofs and is prerequisite for several upper level math courses. Additional topics covered include logic, set theory, function and relations. (Prerequisite: C- or better in MAT 135 or CSC 175)

MAT 255 Calculus III 4 credits
This course is a continuation of MAT 145. Topics covered include analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and related applications. (Prerequisite: Minimum grade of C- in MAT 145)
MAT 305  Foundations of Geometry 3 credits
This course provides a systematic survey of Euclidean, hyperbolic, transformation, and fractal geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove conjectures. (Corequisite: MAT 220 or previous completion of MAT 220 with a minimum grade of C-)

MAT 330  Advanced Probability and Statistics 4 credits
This course is a Calculus-based look at Probability and Statistics. Assuming students have been exposed to the basics through an introductory course, this course will build upon that experience. Topics include an in depth investigations of probability, discrete and continuous random variables, parameter estimation, hypothesis testing, inference using the normal and binomial distributions, goodness of fit, regression and correlation, and ANOVA. The course will include a statistical software component. (Prerequisites: Minimum grade of C- in MAT 145 and MAT 110)

MAT 333  Financial Mathematics 3 credits
Topics covered include the mathematical theory behind the time value of money, the force of interest, annuities, yield rates, amortization schedules, bonds, contracts, options, swaps, and arbitrage. This course also helps prepare students for the Financial Mathematics actuary exam. (Prerequisite: Minimum grade of C- in MAT 135, Co-requisite: MAT 145).

MAT 375  Differential Equations and Linear Algebra 4 credits
This course is an overview of the concepts of differential equations and linear algebra necessary to solve applied problems. Topics include: Differential equations: separable, first-order linear, higher-order linear, linear systems with constant coefficients. Linear algebra: basis, dimension, matrices, eigenvalues/eigenvectors, and vector spaces. (Prerequisite: Minimum of C- in MAT 145)

MAT 450  Abstract Algebra 4 credits
This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: Minimum grade of C- in MAT 220)

MAT 478  Mathematics Seminar 3 credits
Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring but the topic will vary depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. The opened-ended course number allows for more than one such experience. (Prerequisite: Minimum grade of C- in MAT 220 or consent of instructor)

MAT 488  Independent Study in Mathematics 1-4 credits
There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.

MAT 498  Mathematics Internship 1-16 credits
An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student’s field of interest.

MAT 499  Senior Outcomes 0 credits

Music (MUS)

MUS 101  Basic Musicianship 2 credits
Basic Musicianship is designed for the student with little background in music. This course will present concepts needed for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and the keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite for MUS 201 and ED 446. Studio course.)

MUS 111  Class Piano I 2 credits
This is the first of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS 201 and ED 446. Studio course.)

MUS 112  Class Piano II 2 credits
This is the second of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS 201 and ED 446. Studio course.)

MUS 113  Class Piano III 1 credit
This course continues the class piano sequence with the intent of finishing the piano proficiency requirements in a systematic manner. Students will learn all major and minor scales and arpeggios, and will be guided through methods of sight reading for open score and hymn textures.

MUS 115  Beginning Guitar I 1 credit
This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords-two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)

MUS 116  Beginning Guitar II 1 credit
This course is a continuation of Beginning Guitar I with additional chords in several more keys. This course is recommended for students desiring to study private guitar. (Offered every spring. Prerequisite: MUS 115 Beginning Guitar I or consent of instructor. Studio course.)

MUS 120  Listening to Life: Western Classical Music 2 credits
Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. The course also touches briefly on ethnic folk music, global art music, and popular music (American jazz, musical theatre, and pop music.) (This course earns 2 credits towards the 4 credit Fine Arts component of the general education curriculum. Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)
MUS 121  Listening to Life: Global & Popular Music 2 credits
Using global folk and art music and contemporary popular idioms, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. This course contributes to the Fine Arts/Aesthetic component of the General Education curriculum. MUS 121 is required for Music Education students.

MUS 161  Class Voice 1 credit
Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one's classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)

MUS 201  Musicianship I 4 credits
This course begins with a brief review of music fundamentals (scales, keys, intervals and triads) and continues with four-part harmonic writing, and basic analysis. Exercises in keyboard harmony, sight singing, and dictation are included in the course. (Offered every fall. Prerequisite: MUS 101 or equivalent as determined by music placement test.)

MUS 202  Musicianship II 4 credits
Students continue to learn four-part harmonic writing, including the use of inversions and seventh chords. Exercises in analysis incorporate the study of melody, harmony, rhythm, texture, and form. Dictation, sight singing, and keyboard harmony are continued. (Offered every spring. Prerequisite: MUS 201 or equivalent.)

MUS 261  Beginning Conducting 2 credits
The goal of this introductory course is to begin to develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues, cutoffs, deadbeats, fermatas, asymmetrical patterns, and subdivided gestures. Students will learn to make thoughtful decisions in varying their conducting pattern to show changes in dynamics, tempo, and articulation. Activities to strengthen the inner ear while conducting will also be included. Requirement: for Church Music and Music Education majors. (Offered every odd fall. Prerequisite: music reading ability. Studio course.)

MUS 267  Diction for Singers 1 credit
This course is designed for the student who is interested in enhancing his or her vocal training by expanding one's knowledge of Italian and German diction and song repertoire. Emphasis is placed on the understanding and production of pronunciation. Voice students and music majors, particularly those in the choral and church music tracks, will want to register for this course. (Offered every odd fall. Prerequisite: 2 semesters of MUS 860 - Private Voice or consent of instructor. Studio course.)

MUS 301  Musicianship III 4 credits
Students learn to write in the contrapuntal style of the 18th century. Chromatic harmonies and a study of classical period forms are also included in the course. Dictation, sight-singing, and keyboard harmony are continued. (Offered every fall. Prerequisite: MUS 202 or equivalent.)

MUS 302  Musicianship IV 4 credits
Students explore the new directions composers have taken in the 20th century and compose their own pieces in various contemporary styles. Keyboard harmony, dictation, and sight-singing are continued. (Offered every spring. Prerequisite: MUS 301.)

MUS 321  Music History I 3 credits
This course explores the Ancient, medieval, Renaissance and early Baroque periods of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS 120 or MUS 121, MUS 201.)

MUS 322  Music History II 3 credits
This course explores the 18th and 19th centuries of Western music. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites: MUS 120 or MUS 121, MUS 201. MUS 321 is preferred, but not required.)

MUS 323  Music History III 3 credits
This course explores Western Music from the late 19th century to the present. (Offered every third semester in sequence with the other two Music History Courses). Prerequisites MUS 120 or MUS 121 and MUS 201. MUS 321 and MUS 322 preferred but not required.

MUS 356  K-6 General Music Teaching Methods 2 credits
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the elementary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisite: MUS 120 or MUS 121.

MUS 357  7-12 General Music Teaching Methods 2 credits
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the secondary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors. Offered every even fall. Prerequisites: MUS120 or MUS 121, MUS 202.

MUS 360  String Techniques & Pedagogy 1 credit
This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS 361  Woodwind Techniques & Pedagogy 1 credit
This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered odd springs. Prerequisite: music reading ability. Studio course.)

MUS 362  Brass Techniques & Pedagogy 1 credit
This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS 363  Piano Pedagogy 1 credit
As an introduction to the various techniques related to the teaching of piano, students are exposed to and explore piano instructional materials and methodology. Practical experience is gained through observation, teacher interviews, and evaluation of pedagogical materials. (Offered even springs. Prerequisite: MUS 840 or other previous private piano study.)

MUS 364  Handbell Techniques & Pedagogy 1 credit
Through lecture and hands-on ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered odd falls. Prerequisite: music reading ability. Studio course.)
MUS 365  Electronic Instruments Techniques & Pedagogy 2 credits
This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every spring. Prerequisites: music reading ability, computer literacy. Studio course.)

MUS 366  Vocal Techniques & Pedagogy 1 credit
This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)

MUS 367  Percussion Techniques & Pedagogy 1 credit
This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered even springs. Prerequisite: music reading ability. Studio course.)

MUS 368  Jazz Improvisation 1 credit
Students will explore concepts used in jazz improvisation. (Offered odd springs. Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)

MUS 369  Art of Accompanying 1 credit
This course is designed as a practice and provides students with the skills necessary to become artistic and capable accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Offered odd falls. Prerequisite: MUS 840 or other previous private piano study. Studio course.)

MUS 402  The Business of Music 2 credits
This course will introduce business and legal aspects applicable to music professionals (music production, music performers, music educators, music directors, church musicians, music organizations, recording industry, arts management) and music industry and organizations. Topics covered will include copyright law, licensing, contracts and marketing/publicity.

MUS 424  Keyboard Literature 2 credits
A survey of keyboard instruments, literature and styles from 1600 to the present, excluding that which relates directly to the organ. (Offered odd springs. Prerequisites: MUS 120 or MUS 121, MUS 840 or other previous private piano study.)

MUS 425  Choral Literature 2 credits
A study of the choral literature from the Renaissance through the present (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS 120 or MUS 121, MUS 202 or consent of instructor.)

MUS 426  Instrumental Literature 2 credits
Instrumental literature will emphasize literature for school-aged groups. Instrumental composers and compositions are studied through lecture, listening, reading, and student presentations. Students also develop a level II and III, four-year curriculum for band and orchestra. Teaching strategies based on the National Standards for Arts Education will also be discussed. (Offered even falls. Prerequisites: MUS 120 or MSU 121, MUS 202 or consent of instructor.)

MUS 427  Organ Literature 2 credits
This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls. Prerequisite: MUS 120 or MSU 121.

MUS 430  History of Sacred Music 4 credits
An examination of the practice and theology involved in the music of the church enables students to evaluate music in relationship to worship. (Offered on demand. Prerequisite: MUS 321 or MUS 322.)

MUS 431  Congregational Song 4 credits
Students examine the theology and history of congregational song, including psalms, liturgical chants, canticles, Latin and Greek hymnody, the Lutheran chorale, the English hymn, and contemporary sacred songs. (Offered odd springs. Prerequisite: MUS 120 or 121.)

MUS 439  Parish Music Field Experience 2 credits
This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)

MUS 440  Church Organist 2 credits
This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered on demand. Prerequisite: 4 semesters of MUS 850 - Private Organ Study or consent of instructor. Studio course.)

MUS 441  Organ Improvisation 2 credits
In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising chorale preludes and intonations. (Offered on demand. Prerequisites: 2 semesters of MUS 850 - Private Organ Study, MUS 202. Studio course.)

MUS 444  Instrumental Arranging 1 credit
Instrumental arranging focuses on the practical aspects of scoring and is approached in terms of understanding how composers have traditionally written for instrument(s) and ensembles. (Offered even springs. Prerequisites: MUS 201, current or previous enrollment in MUS 202.)

MUS 445  Choral Arranging 1 credit
This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS 301, current or previous enrollment in MUS 302.)
MUS 456  Choral Conducting & Methods 2 credits
This advanced conducting course will apply and develop the skills gained in MUS 261, focusing on leading choirs. Topics will include literature selection/programming for various school and church choirs, choral score study, audition procedures, seating formations, rehearsal planning and execution, working to develop vocal quality and musicianship in rehearsals and administration of church and school choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. Requirement for Vocal Music Education majors and Church Music majors-choral track. (Offered on demand. Prerequisite: MUS 261. Studio course.)

MUS 457  Instrumental Conducting & Methods 2 credits
Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be presented. The organization and management of an instrumental program will be covered. A major component of the course will be the preparation and conducting of a public instrumental ensemble performance. Requirement for Instrumental Music Education majors. (Offered odd springs. Prerequisite: MUS 261. Studio course.)

MUS 488  Independent Study in Music 1-4 credits
Topic and course of study determined in consultation with instructor. (Offered on demand. Prerequisite: consent of instructor.)

MUS 492  Senior Project: Composition Recital 2 credits
The student is challenged to compose a major piece or group of pieces. Students are challenged to begin to develop a personal language, one that gives evidence of skill, imagination and originality and that communicates effectively to an audience. This project is the capstone experience for the Music Major in the Music Theory/Composition track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisite: MUS 990) Honors lesson fee applies.

MUS 493  Senior Project: Thesis 2 credits
The student will conduct a public recital of an instrumental and/or vocal ensemble for which they have selected literature, prepared scores, rehearsed the ensemble, and prepared a program. The conducting experience may involve regularly scheduled university ensembles and student organized ensembles. This project is done with the supervision of the appropriate faculty conducting teacher. This is an option for the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 456 or MUS 457 and consent of instructor.) Honors Lesson fee applies.

MUS 495  Senior Project: Solo Recital 2 credits
The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student's primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 9xx and consent of instructor.) Honors Lesson fee applies.

MUS 498  Music Business Internship 2 credits
This off-campus internship with a music business (usually in the Twin Cities metro area) serves as the capstone for the music business major. Students may take other classes on campus during this part-time internship.

MUS 550  Graduate Organ Lessons 1 credit
A course of private lessons, practice, and performance designed to develop technique and musicianship in organ performance and church service. (Prerequisite: prior organ study at the undergraduate level and/or consent of the instructor.)

MUS 712  Shades of Harmony Multicultural Gospel Choir 0-1 credits
The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of the music, and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register for the choir. (No auditions are required.)

MUS 713  Jubilate 0-2 credits
This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

MUS 714  Christus Chorus 0-2 credits
This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retreats and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

MUS 716  Opera Workshop 0-2 credits
Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS 860 or MUS 960. First time enrollment must be for 2 credits.
MUS 717  Vox 9 (Vocal Jazz Ensemble) 0-2 credits
This is a small vocal ensemble of 4-16 singers focusing on learning and performing vocal jazz literature. The group meets for one rehearsal 90 minutes/week and performs occasionally on campus. May be taken for 0-2 credits. Repeatable. (Prerequisite: Audition and 2 semesters MUS860 or equivalent. Corequisite: Singers must be enrolled in MUS 860 Minimum Grade of C-, MUS 861 Minimum Grade of C-, MUS 960 Minimum Grade of C- or MUS 961 Minimum Grade of C-).

MUS 720 Concert Band 0-2 credits
Concert Band performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

MUS 730 Chamber Ensemble 0-2 credits
Chamber Ensemble performs works drawn from worldwide genres. Performances include chapel services, fall and spring concerts, and Commencement. Occasional off-campus performances are also scheduled. (Offered every fall and spring. Prerequisite: prior instrumental experience and seat audition placement.)

MUS 739 CSP Ringers (Beginning Handbell Ensemble) 0-1 credits
This course is open to any student with limited or no handbell experience. It teaches basic handbell techniques. Members of this class will perform 1-2 times/semester in chapel. May be taken for 0-1 credit. Repeatable.

MUS 740 Handbell Ensemble 0-2 credits
This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble also belong to other music organizations on campus. (Offered every fall and spring. Prerequisites: music reading ability, audition for placement by instructor.)

MUS 750 Blue Rondo (Jazz Band) 0-2 credits
Jazz Ensemble and Jazz combos from the group perform works from various jazz styles. Performances include fall and spring concerts, chapel service playing, and occasional off campus performances. (Offered every fall and spring.) Prerequisite: previous instrumental experience. May be taken for 0-2 credits. Repeatable.

MUS 760 Percussion Ensemble 0-1 credits
The Percussion Ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsals and performance of standard percussion ensemble repertoire.

MUS 782 Chapel Band 0-1 credits
Open to singers and instrumentalists by audition. The ensemble performs a variety of praise, prayer and ethnic worship music for chapel in contemporary music idioms. Planning and leading a full chapel service is a feature of the group's activities. (Prerequisite: audition by instructor.)

MUS 800 Violin 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 801 Viola 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 802 Cello 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 803 String Bass 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 810 Flute 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 811 Oboe/English Horn 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 812 Clarinet 0.5, 1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)
MUS 813  Saxophone 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 814  Bassoon 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 815  Recorder 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 820  Trumpet 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 821  Trombone 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 822  French Horn 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 823  Tuba 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 824  Euphonium 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 829  Private Jazz Lesson 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 830  Percussion 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 831  Handbell Lesson 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 840  Piano 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. These courses may be repeated with credit. Individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)
MUS 841  Harpsichord 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 850  Organ 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 860  Voice 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 861  Private Popular/Jazz Voice Lessons 0.5-1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
4 semesters of MUS860; approval and placement by instructor. Private
lesson fee.)

MUS 870  Guitar 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 871  Ukelele 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 872  Private Electronic Music Lessons 0.5,1 credits
Private weekly 1/2 hour lesson in using electronic music technology.

MUS 880  Conducting Lessons 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 890  Composition 0.5,1 credits
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
approval and placement by instructor. Private lesson fee.)

MUS 892  Advanced Composition Lesson 1 credit
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken
pass/no pass. These courses may be repeated with credit. Individual
lessons on the standard orchestral and band instruments and voice
stress proper tone production, phrasing and style. Special techniques
unique to the instrument are studied. Material covered includes standard
works for the instrument. All lessons include studio classes scheduled
throughout the term as a lab time. (Offered every semester. Prerequisites:
MUS 201; approval and placement by instructor. Private lesson fee.)

MUS 900  Honors Violin 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken
pass/no pass. Each of the above 800 level individual lessons may be
taken as weekly one-hour lessons with the instructor's approval. Honors
lessons may be taken in conjunction with recital preparation. All lessons
include studio classes scheduled throughout the term as a lab time.
(Offered every semester. Prerequisites: music reading ability, previous
study at the 800 level and/or approval and placement by instructor.
Private lesson fee.)

MUS 901  Honors Viola 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken
pass/no pass. Each of the above 800 level individual lessons may be
taken as weekly one-hour lessons with the instructor's approval. Honors
lessons may be taken in conjunction with recital preparation. All lessons
include studio classes scheduled throughout the term as a lab time.
(Offered every semester. Prerequisites: music reading ability, previous
study at the 800 level and/or approval and placement by instructor.
Private lesson fee.)

MUS 902  Honors Cello 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken
pass/no pass. Each of the above 800 level individual lessons may be
taken as weekly one-hour lessons with the instructor's approval. Honors
lessons may be taken in conjunction with recital preparation. All lessons
include studio classes scheduled throughout the term as a lab time.
(Offered every semester. Prerequisites: music reading ability, previous
study at the 800 level and/or approval and placement by instructor.
Private lesson fee.)
MUS 903  Honors String Bass 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 910  Honors Flute 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 911  Honors Oboe/English Horn 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 912  Honors Clarinet 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 913  Honors Saxophone 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 914  Honors Bassoon 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 915  Honors Recorder 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 920  Honors Trumpet 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 921  Honors Trombone 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 922  Honors French Horn 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 923  Honors Tuba 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 924  Honors Euphonium 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor’s approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)
MUS 930  Honors Percussion 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 931  Honors Handbell Lesson 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 940  Honors Piano 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 941  Honors Harpsichord 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 950  Honors Organ 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 960  Honors Voice 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 961  Honors Private Popular/Jazz Voice Lesson 2 credits
This is a private, one hour weekly lesson for advanced students in singing in jazz, pop, and musical theatre styles. Honors lesson fee applies. (Prerequisite: Four semesters of MUS 860 and instructor approval. At least one semester of MUS 861 recommended.)

MUS 970  Honors Guitar 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 972  Honors Electronic Music Lesson 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 980  Honors Conducting Lesson 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 990  Honors Composition Lessons 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 992  Advanced Composition/Arranging 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 971  Honors Percussion 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. All lessons include studio classes scheduled throughout the term as a lab time. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

MUS 972  Honors Electronic Music Lesson 2 credits
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructor's approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: MUS 202 and MUS 890; music reading ability, previous study at the 800 level and/or approval and placement by instructor. Private lesson fee.)

Nursing (NUP)

NUP 350  Fundamentals of Nursing and Caring for Persons with Chronic Conditions 8 credits
This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 351 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component. (Co-requisite: NUP 351 and NUP 352).
NUP 351 Integration of Pathophysiology and Pharmacology 4 credits
This course explores processes underlying all disease states and systematically reviews pathophysiological changes in selected body systems with an emphasis on chronic illnesses. The course also provides an overview of pharmacology with systematic study of one representative drug in each class. Pathophysiology and pharmacology concepts are presented concurrently with a link to discussion of medical and nursing management of chronic illnesses in the clinical nursing course. (Co-requisite: NUP 350 and NUP 352).

NUP 352 Intro to Nursing Informatics 2 credits
This course will provide nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists the nursing student to recognize when there is a need for information, and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. The course will provide information about library science and will explain how information literacy is used to locate appropriate resources for education of individual clients and the community about health and disease. (Co-requisites: NUP 350 and NUP 351)

NUP 353 Care of the Adult with Acute Physical Illness 8 credits
This course continues the study of physiological nursing assessment and intervention initiated in NUR350. Special emphasis is given to expanding the student’s understanding of the nursing process and clinical reasoning as applied to the acute care setting. Theory is presented concurrently with skills laboratory (intermediate assessment skills and more complex nursing procedures) and clinical practice in the hospital setting. (Corequisites: NUR 354 and NUR 355)

NUP 354 Integration of Pathophysiology and Pharmacology II 4 credits
This course completes the examination of pathophysiological changes in the human body, with emphasis on acute illness and injury. The course examines pharmacology in greater depth, with emphasis on clinical decision-making. Pathophysiology and pharmacology concepts are presented concurrently with discussion of medical and nursing management of acute illnesses in the clinical nursing course. (Co-requisite: NUP 353 and NUP 355)

NUP 355 Nursing Care of Clients with Mental & Behavioral Health Issues 3 credits
This course examines mental health and strategies to enhance mental health of the individual and family within their social and cultural context. Skills in therapeutic communication and group dynamics will be developed. In addition, the course examines the most common psychiatric problems including their recognition, underlying biological and psychosocial dynamics, and effective interventions. Nursing care of mental health/addictive conditions of patients and families are explored from an evidenced-based perspective. (Co-requisites: NUP 353, NUP 354)

NUP 403 Nursing Research and Evidence-Based Practice 2 credits
This course enables the student to understand the purpose of nursing research, to identify common research designs, and to critique common research studies. The student will become familiar with the ways that notable nursing research has influenced quality practice. Likewise, this course examines the rationale for nursing practice to be grounded in research and other sources of evidence and explores evidence-based practice.

NUP 408 Pediatric Nursing Care 2 credits
In this course students study patient and family centered care of children. Evidence-based practice in pediatric nursing care is examined in the classroom and in the accompanying clinical component. (Prerequisite: All NUP 300 level courses; Co-requisites: NUP 403, NUP 410 Lab, and NUP 411)

NUP 409 Obstetric & Gynecologic Nursing Care 2 credits
In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing). Evidence based practice in perinatal care is examined in the classroom, on-campus clinical (lab) that includes obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings. (Prerequisite: Successful completion of all NUP 300 level courses; Co-requisites: NUP 403, NUP 408, NUP 411 and NUP 410 Lab)

NUP 410 Nursing Care of Children and the Childbearing Family 7 credits
In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied healthcare settings. (Prerequisites: Successful completion of all NUP 300 level courses; co-requisites: NUP 403 and NUP 411)

NUP 411 Nursing in the Community 7 credits
This course focuses on community and population-based nursing care covering concepts related to health promotion and illness care. Vulnerable populations receive nursing care through individual and family focused care experiences in homes, clinics, shelters, health programs and other community-based settings. Populations with chronic illnesses and with mental health and behavioral issues will be included as well as well individuals. (Prerequisite: Semester 2 of ABSN Program; Co-requisites: NUP 410 and NUP 403)

NUP 412 Nursing Leadership and Health Care Policy 3 credits
This course examines nursing leadership and management within the context of health care delivery systems. Positive change, conflict management, delegation, supervision, team building, information systems, professional roles and ethical practice will be examined. The influence of health care policies on quality, culture of safety, and the health care environment in which nurses practice will be investigated. (Prerequisite: Semester 3 of ABSN Program; Co-requisites: NUP 410 and NUP 414)

NUP 413 Complex Clinical Nursing Care Capstone 8 credits
This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during a 200-hour preceptored clinical experience. (Co-requisites: NUP 412 and NUP 414)

NUP 414 Spiritual Caring and Ethics in Nursing Practice 3 credits
This course examines moral, ethical and legal aspects of delivering healthcare, and emphasizes development of an ethical framework for making decisions. Students will study models for ethical decision making, legal issues, and professional resources to guide the ethical practice of nursing. (Prerequisites: Semester 3 of the ABSN Program; Co-requisites: NUP 412 and NUP 413)
Nursing (NUR)

NUR 230 Foundations of Professional Nursing 5 credits
Students are introduced to the role of the professional nurse with emphasis on the Christian ethic of social justice. Students examine the historical and theoretical foundations of professional nursing practice. Fundamental nursing concepts and the nursing process are introduced. Students build knowledge essential for the provision of holistic nursing care for diverse individuals with an emphasis on the older adult including health promotion and the cultural influence on health. The use of information technology to support safe patient care is explored. A course focus is development of accountable and ethical decision-making. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Admission to Nursing Program, Co-requisites, NUR231, NUR233, and NUR241)

NUR 231 Foundations of Professional Nursing Lab 3 credits
This lab course focuses on creating a solid foundation for nursing care of the adult. Emphasis is placed on caring for diverse populations. Holistic, evidence-based health assessment is introduced with inspection, palpation, auscultation, percussion, and documentation of assessment with normal and abnormal findings of the diverse adult and aging adult populations. Basic nursing concepts of safe patient handling and client assistance with activities of daily living are reviewed and reinforced. (Prerequisites: Admission to Nursing Program, Co-requisites, NUR233, NUR241, and NUR230)

NUR 232 Nursing Approach to Nutritional Foundations 2 credits
This course is an introduction to the nurse's role in promoting optimal health through nutrition and supplementation. Focus is placed on wellness from a personal and public health perspective, increasing health literacy, and alternative nutritive methods. Using an interprofessional perspective, the learners analyze the role of nutrition in different cultural contexts, ensuring optimal nutrition across the lifespan. Students will analyze the use of technology to support wellness and health goals. This course includes classroom instruction and service learning. (Prerequisites: Admission to Nursing Program)

NUR 233 Applied Pathophysiology in Nursing 3 credits
This course addresses the disordered physiological processes associated with disease and health alterations in adults and aging adults. Using active learning strategies, students identify risk factors for and clinical manifestations of alterations in body systems. (Prerequisites: Admission to Nursing Program, Co-requisites NUR230, NUR231, and NUR241)

NUR 234 Pathophysiology in Nursing 3 credits
This course addresses the pathophysiology of health, illness, and disease in the adult lifespan. Using active learning strategies, students will identify health risk factors, clinical manifestations, and explore symptom assessment. (Prerequisite: BIO315; Co-requisites: BIO300 and BIO316).

NUR 235 Fundamentals of Professional Nursing 5 credits
This course introduces the student to the role of the professional nurse in the context of its historical foundations, professional ethics, and the Christian value of social justice. The nursing process is introduced, as well as primary, secondary, and tertiary interventions for patients experiencing alterations in basic health functions. This course includes clinical experience and simulation. (Prerequisites: Admission to the Nursing Program, NUR234; Co-requisites: NUR236, NUR238, and NUR244).

NUR 236 Fundamentals of Professional Nursing Lab 2 credits
This lab course focuses on creating a solid foundation for nursing care of the adult with an emphasis on the geriatric patient. Students apply the skills learned in the theory component of this course. Emphasis is placed on the introduction and documentation of skills necessary to maintain wellness and promote the health of diverse adult and geriatric populations. Basic nursing concepts of safe patient handling and assistance with activities of daily living are introduced and reinforced. (Prerequisite: NUR234; Co-requisites: NUR235, NUR238, and NUR244).

NUR 238 Pharmacology in Nursing 3 credits
This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including the awareness of integrative therapies. Medication administration content focuses on patient rights, safety, and methods of medication administration across the lifespan. Information technology including the electronic health record are utilized to support safe medication administration. This course includes classroom instruction, simulation, and skills lab. (Prerequisite: NUR234; Co-requisites: NUR235, NUR236, and NUR244).

NUR 241 Pharmacology in Nursing 4 credits
This course examines the role of the nurse in comprehensive care of individuals that require pharmacological therapy, including the use of integrative therapies. Medication administration content focuses on client rights, safety, and methods of medication administration across the lifespan. Information technologies including the electronic health record are utilized to support safe medication administration. This course includes classroom instruction, simulation, and skills lab. (Prerequisites: Admission to Nursing Program, Co-requisites NUR233, NUR230, and NUR231)

NUR 242 Nursing Care of the Adult I 6 credits
Utilizing evidence-based practice (including effective use of resources such as databases incorporated into professional practice), students apply theoretical knowledge, scientific principles, and the teaching/learning processes to patient care while working with the interprofessional team to promote health for the adult and aging adult. The role of the nurse as provider and coordinator of care in planning, implementing, and evaluating evidence-based care is emphasized. The course emphasizes principles essential for further developing technical nursing skills. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: Minimum grade of C in NUR 230, NUR 231, NUR 233, NUR 241, co-requisite: NUR232)

NUR 243 Health Assessment Lab 1 credit
This lab course provides the students with the knowledge and clinical assessment skill necessary to perform and document a comprehensive health assessment utilizing the skills of history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings, variations from normal findings, and cultural assessment differences are reviewed. This lab enables students to practice and refine interprofessional and therapeutic communication as part of acquisition of assessment skills. (Prerequisite: Minimum grade of C in NUR 231, NUR 233)
NUR 244  Health Promotion and Assessment 3 credits
This course introduces the student to the role of the professional nurse with a focus on health assessment and health promotion in adult and geriatric patients. Techniques of interviewing, history-taking, physical assessment, and documentation are developed. The evaluation of assessment findings are explored and methods for communicating findings demonstrated. Using a multitude of activities, students explore how to promote optimal patient health and maximize quality of life through health promotion coaching strategies and education. The use of simulation and skills lab enable the student to synthesize and apply the knowledge of assessment and health promotion to the care of patients. This course includes classroom instruction and skills lab. (Prerequisite: NUR234; Co-requisites: NUR235, NUR236, and NUR238).

NUR 330  Ethics & Decision Making in Nursing Practice 4 credits
This course examines the fundamental ethical theories, principles, Christian virtues, and models of decision-making designed, to support the complex issues nurses face today. At the completion of this course students will have a greater understanding of the ethical principles applied to nursing practice and health care delivery settings. Basic ethical principles relating to research with human subjects will be explored. The Christian ethic of social justice is explored with the emphasis upon reducing health disparities. Students will begin to develop a personal model of decision making that is consistent with core personal values, legal and regulatory requirements, standards of care and the ANA Code of Ethics for Nurses.

NUR 331  Evidence Based Practice 3 credits
This course provides tools for understanding how research in nursing improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, beginning research writing and the role of the nurse as a collaborator in research. The student acquires the skills needed to utilize databases to search for and identify scientific resources, synthesizing data to determine best practice in the care of individuals, families, and populations. This course includes classroom instruction. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

NUR 332  Nursing Care of the Adult I 7 credits
This course introduces students to medical-surgical nursing and focuses on promoting and providing safe, holistic, patient-focused care to adults experiencing acute and chronic alterations in health. Utilizing evidence-based practice, students apply theoretical knowledge, scientific principles, and nursing skills while working with inter-professional teams to promote optimal health outcomes. This course includes classroom instruction, clinical experiences, simulation, and skills lab. (Prerequisites: NUR235, NUR236, NUR238, and NUR244; Co-requisites: NUR334 and NUR338).

NUR 334  Nutritional Foundations & Clinical Application 2 credits
This course is an introduction to the nurse's role in promoting optimal health through nutrition and supplementation. Focus is placed on wellness and health promotion from a personal and public health perspective, increasing health literacy, and alternative nutritive methods. Using an interprofessional perspective, the learners analyze the role of nutrition in different cultural contexts, ensuring optimal nutrition across the lifespan. Students will analyze the use of technology to support wellness and health goals. This course includes classroom instruction and service learning. (Prerequisites: NUR235, NUR236, NUR238, and NUR244; Co-requisites: NUR332 and NUR338).

NUR 338  Behavioral Health Nursing 4 credits
Students apply evidence-based practice in the care and management of individuals experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior, thought, or mood. The impact of these alterations on the family and community are also discussed. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-patient relationships. The course emphasizes analysis of coping mechanisms and other treatment modalities along with the nurse's role in interprofessional collaboration. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR235, NUR236, NUR238, and NUR244; Co-requisites: NUR332 and NUR334).

NUR 341  Palliative and End of Life Care 3 credits
This course examines complex issues unique to end of life, such as life support and patient self-determination. Emphasis is placed on holistic patient care, focusing on the role of the nurse in advocating and caring for the physical, emotional, cultural and spiritual needs of the patient and their family at the end of life. Additionally the role of the palliative interventions for patients with chronic illness and alterations in comfort is explored. The role of the hospice nurse and care of the dying patient is examined. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 240, NUR 241, NUR 242)

NUR 342  Nursing Care of the Adult II 6 credits
This course expands upon Nursing Care in Adult I with a focus on the etiology of alterations in body systems, clinical manifestations of health alterations, and management of holistic nursing care for chronic abnormalities of the adult population, and advanced technical skills. Students synthesize data and prioritize care for multiple complex adult and aging adults, making adaptations to plans of care based on the nursing process. Students expand their nursing role as effective communicators and collaborators on interprofessional healthcare teams, emphasizing continuity and quality of care with concepts of care coordination and health informatics. The course expands upon the role of the nurse as teacher and advocate for individuals’ well-being as well as the legal and ethical professional values of the nurse. Students use self-reflection and self-evaluation processes to enhance their growth in professional roles. This course includes classroom instruction, clinical experiences, simulation, and skills lab.

NUR 344  Nursing Care of the Adult II 6 credits
This course expands upon Nursing Care of Adult I with a focus on promoting and providing safe, holistic, and patient-focused care to adults experiencing acute and chronic alterations in health. Students will synthesize data and prioritize care for multiple, complex adult patients, adapting the plans of care based on evaluation of outcomes. Students expand their role as effective communicators and collaborators in interprofessional healthcare teams, emphasizing continuity and quality of care with concepts of case management and health informatics. The course further explores the role of the nurse as teacher and advocate for patient well-being, as well as the legal and ethical professional values of the nurse. Students use self-reflective and self-evaluative processes to enhance their growth in professional roles. This course includes classroom instruction, clinical experiences, simulation, and a skills lab. (Prerequisites: NUR332, NUR334, and NUR338; Co-requisites: NUR346 and NUR353).
NUR 345  Professional Practice and Role Development in Nursing 4 credits
This course explores the historical, current, and future outlook of nursing practice. Students will critically examine the current and emerging trends for the nurse's role in health care delivery. Professional accountability is emphasized through reinforcement of the profession's Code of Ethics for Nurses and the Nursing Scope and Standards of Practice, and Nursing's Social Policy Statement. Emphasis will be placed on how social policy may influence nursing practice and healthcare delivery. Nursing theory is introduced. Students will draft a personal philosophy of nursing, to include his/her beliefs regarding the four major concepts of nursing (nurse, client, health, and environment) and their interface to the interprofessional team, and the evolving context of healthcare.

NUR 346  Aging, Chronicity, and Palliative Care 3 credits
This course explores the challenges and opportunities associated with chronic illness and aging. Students will examine theories and models of care for aging individuals, the chronically ill, and their families, communities, and the broader population. Students will also appraise the role of palliative interventions in the care of the dying patient and end of life care. (Prerequisites: NUR332, NUR334, and NUR338; Co-requisites: NUR344 and NUR353).

NUR 350  Nursing Care of the Childbearing Family 4 credits
Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childbearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childbearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in COM 309, PSY 230, NUR 331, NUR 341, NUR 342)

NUR 351  Nursing Care of the Childrearing Family 4 credits
Utilizing the nursing process, this course prepares the student to meet the developmental, biological and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

NUR 352  Behavioral Health in Nursing 4 credits
Students apply evidence-based practice in the care and management of individuals experiencing alterations in mental health. Students investigate implications of living with an altered pattern of behavior, thought, or mood. The impact of these alterations on the family and community are also discussed. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-client relationships. The course emphasizes analysis of coping mechanisms and other treatment modalities along with the nurse's role in interprofessional collaboration. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in PSY 230, COM 309, NUR 331, NUR 341, NUR 342)

NUR 353  Nursing Care of the Childbearing Family 4 credits
NUR353 Nursing Care of the Childbearing Family (4 credits total: 3 credits theory, 1 credit clinical) Utilizing the nursing process, this course prepares the student to meet the developmental, biological, and psychosocial health and illness needs of the childbearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childbearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR332, NUR334, and NUR338; Co-requisites: NUR344 and NUR346).

NUR 360  Transcultural Nursing & Advanced Health Assessment 4 credits
The content of this course is designed to advance skills in health assessment, including physical, behavioral, psychological, spiritual, family history, socioeconomic, and environmental, and will further broaden and advance the student's knowledge of human diversity and global awareness. Frameworks that support culturally aware care will be analyzed. The student will gain understanding of specific cultural phenomena and apply knowledge of the phenomena to assessment and intervention techniques to diverse groups. The student will further explore ethnocentrism and reflect on his/her own biases, prejudices, and stereotypes and the impact they may have on providing culturally competent care that supports Christian acts of service and justice.

NUR 375  Introduction to Evidence-Based Practice 4 credits
This course provides a basis for analysis and application of current nursing qualitative and quantitative research to the practice of nursing. The research process is examined and utilized to provide a foundation for students to critically examine published research articles and guidelines. Barriers to integrating evidence to practice will be analyzed with potential solutions explored within the course.

NUR 376  Applied Pathophysiology 3 credits
This course addresses the pathophysiology of health, illness, and disease in the adult lifespan. Using active learning strategies, students will identify health risk factors, clinical manifestations, and explore symptom assessment. (Pre-requisites: Admission to the Nursing Program).

NUR 378  Pharmacology in Nursing 4 credits
This course examines the role of the nurse in comprehensive care of patients that require pharmacological therapy, including the awareness of integrative therapies. Medication administration content focuses on patient rights, safety, and methods of medication administration across the lifespan. Information technology including the electronic health record are utilized to support safe medication administration. (Pre-requisites: Admission to the Nursing Program).

NUR 380  Fundamentals of Professional Nursing 6 credits
This course introduces the student to the role of the professional nurse in the context of its historical foundations, professional ethics, and the Christian value of social justice. The nursing process is introduced, as well as primary, secondary, and tertiary interventions for patients experiencing alterations in integral components of client care. In the lab, students will learn basic foundational skills to include safe medication administration. (Pre-requisites: Admission to the Nursing Program).
NUR 382 Health Promotion and Assessment 3 credits
This course introduces the student to the role of the professional nurse with a focus on health assessment and health promotion in adult and geriatric clients. Interviewing, history-taking, physical assessment, and documentation techniques are developed. The evaluation of assessment findings is explored and methods for communicating findings is demonstrated. Using a multitude of activities, students explore how to promote optimal patient health and maximize quality of life through health promotion coaching strategies and education. The skills lab enables the student to integrate and apply the knowledge of assessment and health promotion to the care of clients. (Prerequisites: Admission to Nursing Program).

NUR 384 Behavioral Health Nursing 4 credits
Students investigate implications and impact of clients living with an altered pattern of behavior, thought, or mood. The professional values of the nurse are explored through study of ethical issues and the therapeutic use of self in establishing nurse-client relationships. Students apply evidence-based practice in the care and management of clients experiencing alterations in mental health and identify the nurse's role in interprofessional collaboration. (Prerequisites: NUR 376, NUR 378, NUR 380, NUR 382).

NUR 386 Aging, Chronicity, and Palliative Care 3 credits
This course explores the challenges and opportunities associated with chronic illness and aging. Students will examine theories and models of care for aging individuals, the chronically ill, and their families, communities, and the broader population are explored. Students will also appraise the role of palliative interventions in the care of the dying patient and end of life care. (Prerequisites: NUR 376, NUR 378, NUR 380, and NUR 382; Co-requisites: NUR 384, NUR 388 and NUR 390).

NUR 388 Population Health 5 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health and emergency/disaster preparedness are explored. Students explore the role of the nurse as a change agent in influencing public health policy. (Prerequisites: NUR 376, NUR 378, NUR 380, NUR 382). ** The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment.

NUR 390 Nursing Care of the Adult I 6 credits
This course introduces students to medical-surgical nursing and focuses on promoting and providing safe, holistic, client-focused care to adults experiencing acute and chronic alterations in health. Utilizing evidence-based practice, students apply theoretical knowledge, scientific principles, and nursing skills while exploring communication and collaboration with interprofessional teams to promote optimal health outcomes. (Prerequisites: NUR376, NUR 378, NUR 380, NUR 382).

NUR 400 Leadership and Management in Nursing 4 credits
This course is focused on development of leadership and management skills necessary for effective nursing practice. Theories of leadership and management are introduced, and management roles and functions reviewed. An overview of finance and healthcare reimbursement will be provided along with nursing's contribution to organizational finance explored. Collaboration and communication with interdisciplinary teams will be analyzed, and students will practice strategies for negotiation and conflict resolution. The role of the nurse within micro and macro systems of healthcare organizations will be explored. The purpose of the mission, vision, philosophy and values in relation to organizational structure and nursing's role will be examined. The contributions of nursing and the nurse leader in creating and supporting a culture of safety and caring will be analyzed. Quality improvement models and structure, process, and outcome measures are explored with a focus on patient safety principles and care standards.

NUR 416 Nursing Informatics 2 credits
This course provides nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists nursing students to recognize when there is a need for information, and to identify, locate, evaluate and apply that information. The course provides information about library science and how information literacy is used to locate appropriate resources for education of clients and the community about health and disease. . (Prerequisites: NUR 384, NUR 386, NUR 388, and NUR 390; Co-requisites of NUR 417, NUR 418, and NUR 419).

NUR 417 Nursing Care of the Adult II 6 credits
This course expands upon Nursing Care of the Adult I with a focus on promoting and providing safe, holistic care to adults experiencing acute, chronic, and complex alterations in health incorporating the nursing process. Students expand their role as effective communicators and collaborators in interprofessional healthcare teams. This course includes didactic, lab, clinical experiences and simulation. (Prerequisites: NUR 384, NUR 388, NUR 390).

NUR 418 Nursing Care of Childbearing and Childrearing Family 6 credits
In this course, the student studies both client and family-centered care of childbearing families, mothers, and newborns (obstetrical nursing) as well as client and family-centered care of children (pediatric nursing). Evidence-based practice in maternity, newborn and pediatric care is examined in the didactic, lab, and clinical setting. (Prerequisites: NUR 384, NUR 388, NUR 390).

NUR 419 Aging, Chronicity and Palliative Care 3 credits
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care for the aging and chronically ill patient. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. Students will apply concepts of spiritual and cultural influences on palliative and end of life care delivery. (Prerequisites: NUR 384, NUR 388, NUR 390).
NUR 420  Nursing Informatics 2 credits
This course provides nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists nursing students to recognize when there is a need for information, and to identify, locate, evaluate, and apply that information. The course provides information about library science and how information literacy is used to locate appropriate resources for education of clients and the community about health and disease. (Prerequisites: NUR 417, NUR 418, NUR 419).

NUR 422  Population Health 4 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health and emergency/disaster preparedness are explored. Students explore the role of the nurse as a change agent in influencing public health policy. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR 416, NUR 417, NUR 418, and NUR 419; Co-requisites: NUR 420, and NUR 424).

NUR 424  Transition into Professional Nursing 7 credits
This capstone course prepares students for entry into professional nursing practice as a lifelong learner and leader. Students complete an internship experience focused on transition to practice to include exploration of the role of nurse as leader and manager in the context of contemporary issues within health care. The student will utilize knowledge, skill, and creativity to promote and manage safe, holistic care for diverse clients within complex and multifunctional health care delivery systems. (Prerequisites: NUR 417, NUR 418, NUR 419).

NUR 426  Nursing Introduction to Evidence Based Practice 3 credits
This course provides tools for understanding how evidence-based practice in nursing using research techniques and strategies improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, how to translate research into practice, and beginning research writing and the role of the nurse as a collaborator in research and evidence-based practice. The student acquires the skills needed to use databases to search for and identify scientific resources, and to synthesize data to determine best practice in the care of individuals, families, and populations. (Prerequisites: NUR 434, NUR 346, and NUR 353; Co-requisites NUR 453, NUR 464, and NUR 465).

NUR 428  Leadership in Nursing 3 credits
This course will explore the role of nurse as leader and manager in the context of contemporary issues within health care. The focus will be on leadership skills and knowledge to promote and manage safe, holistic client-centered care for diverse populations across the lifespan within complex and multifunctional health care delivery systems. The application of leadership skills to identify the need for and to promote change will be emphasized. (Prerequisites: NUR 417, NUR 418, NUR 419).

NUR 430  Nursing Informatics 4 credits
This course introduces students to healthcare information systems and basic informatics concepts. The impact of technology to safeguard nursing practice and patient outcomes will be examined. Emphasis is placed on the management of information, knowledge, and technology to support efficiency, encourage effective communication, enhance the quality and safety of patient care, and ensure accurate documentation and revenue capture. Efficiency and accuracy of data collection for regulatory purposes will be explored via extracted or abstracted methods. The use of data to influence changes in clinical practice aimed at the improvement of patient outcomes will be examined. Students will explore informatics concepts and continuous improvement models to support improved workflow and efficiency, encourage effective communication, drive decision support, and ensure accurate documentation. Resource stewardship and patient safety considerations will guide students throughout the course.

NUR 431  Nursing Introduction to Evidence Based Practice 3 credits
This course provides tools for understanding how evidence-based practice in nursing using research techniques and strategies improves patient outcomes and the health of populations. Topics include research design and methodologies, ethical guidelines, how to translate research into practice, and beginning research writing and the role of the nurse as a collaborator in research and evidence-based practice. The student acquires the skills needed to use databases to search for and identify scientific resources, and to synthesize data to determine best practice in the care of individuals, families, and populations. (Prerequisites: NUR 434, NUR 346, and NUR 353; Co-requisites NUR 453, NUR 464, and NUR 465).

NUR 445  Introduction to Care Coordination & Case Management 4 credits
This course will compare health reform goals and the role of care coordination and case management in supporting improved quality and safety of care for individuals and populations, and controlling cost through the efficient and effective use of resources that mitigates fragmentation of communication of health information and delivery of services. The nurse's role in patient-centered care coordination is explored with emphasis on care transitions and care coordination models for the different levels of care. Risk stratification tools will be examined with contrast to the public health prevention levels. Formulation of a collaborative, personalized, and proactive care plan to address the client's needs and health risks based on their prevention level of risk will be explored. Ongoing evaluation methods with measurable outcomes will be identified with discussion of care plan revision based on the outcomes.

NUR 453  Nursing Care of the Childrearing Family 4 credits
Utilizing the nursing process, this course prepares the student to meet the developmental, biological, and psychosocial health and illness needs of the childrearing family within the context of family-centered care. Students analyze theories, concepts, research, issues and trends as well as genetic and environmental factors that affect the health of the childrearing family. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: PSY 230, NUR 344, NUR 346, and NUR 353; Co-requisites: NUR 431, NUR 464, and NUR 465).
NUR 460 Population Health Nursing 4 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. The history of community health will be reviewed and contrasted with the current roles in community health nursing. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health, and emergency/disaster preparedness are explored. Health policy will be analyzed within and outside the United States as to its impact on health disparities, health, and the healthcare experience. The unique cultural makeup of a community will be assessed with application to delivery of a population-focused intervention. A practice experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration is included, which involves completion of a community health assessment.

NUR 461 Leadership and Management in Nursing 5 credits
This synthesis course focuses on nursing leadership and professional role development. Students consider principles of management, leadership, conflict resolution, negotiation, and group process skills as they evaluate the role of the nurse as a designer, manager, and coordinator of interprofessional care. The course addresses methods to evaluate and improve the quality of nursing care and analyze cost-effective healthcare delivery systems. Students are required to complete and present a quality improvement project as part of their clinical experience. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

NUR 463 Care of the Complex Patient 3 credits
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction and simulation. (Prerequisites: Minimum grade of C in NUR 350, NUR 351, NUR 352)

NUR 464 Leadership and Management in Nursing 3 credits
This course will explore the role of nurse as leader and manager in the context of contemporary issues within health care. The focus will be on leadership skills, knowledge, and creativity to promote and manage safe, holistic patient-centered care for diverse individuals, families, groups, and populations across the lifespan within contemporary, complex and multifunctional health care delivery systems. (Prerequisites: NUR344, NUR346, and NUR353; Co-requisites: NUR431, NUR453, and NUR465).

NUR 465 Care of the Complex Patient 2 credits
Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. As accountable decision makers, students correlate patient assessment with pathophysiology and evaluate responses to interventions for patients requiring intensive nursing and medical care. Students further develop the roles of educator, collaborator, leader, and advocate to care for patients and families across the continuum of care. This course includes classroom instruction, lab including simulation. (Prerequisites: NUR344, NUR346, and NUR353; Co-requisites: NUR431, NUR453, and NUR464).

NUR 470 Community and Public Health 4 credits
Concepts of health promotion, disease prevention, epidemiology, environmental health, urban and rural healthcare, health disparities, and community needs assessment, social determinants of health, health theories, and emergency/disaster preparedness are explored and related to the Christian ethic of social justice. Students explore the role of the nurse as a change agent in influencing public health policy, and the nurse's role in the prevention of disease. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

NUR 471 Transition to Professional Nursing 6 credits
This capstone course prepares students for entry into professional nursing practice as a lifelong learner. Utilizing self-reflection, students will identify goals that demonstrate responsibility for continued personal and professional development. Students complete an internship experience focused on transition to practice. As part of processing the accumulation of baccalaureate nursing knowledge, NCLEX-RN exam preparedness is also a course focus. This course includes classroom instruction and clinical experiences. (Prerequisites: Minimum grade of C in NUR 461, NUR 463)

NUR 472 Population Health 4 credits
This course focuses on the role of the nurse providing population focused nursing care supporting clinical prevention and health promotion. Concepts of health promotion, disease prevention, epidemiology, social determinants of health, environmental health and emergency/disaster preparedness are explored. Students explore the role of the nurse as a change agent in influencing public health policy. The course includes a clinical experience designed to meet the requirements for the Minnesota Board of Nursing Public Health Nursing Registration, which involves completion of a community health assessment. This course includes classroom instruction, clinical experiences, and simulation. (Prerequisites: NUR431, NUR453, NUR464, NUR465, and COM309; Co-requisite: NUR473).

NUR 473 Transition into Professional Nursing 5 credits
This capstone course prepares students for entry into professional nursing practice as a lifelong learner. Utilizing self-reflection, students will identify goals that demonstrate responsibility for continued personal and professional development. Students complete an internship experience focused on transition to practice. As part of processing the accumulation of baccalaureate nursing knowledge, NCLEX-RN exam preparedness is also a course focus. This course includes classroom instruction and clinical experiences. (Prerequisites: NUR431, NUR453, NUR464, NUR465, and COM309; Co-requisite: NUR472).

NUR 475 Nursing Capstone 4 credits
This capstone course emphasizes reflective practice and integration of learning obtained during student's liberal arts and fundamental nursing course journey. An e-professional portfolio will be created and compiled by each student. The specific Action Plan for a population-focused health promotion activity, created during the NUR 460 Population Health course will be completed as the practice experience during this course. In addition, principles of health teaching for populations will be explored and a Teaching Module created for a specific health topic that demonstrates the application of these principles.
NUR 498 Nursing Practicum 1-12 credits
The goal of the Nursing Practicum is to advance student nursing skills and knowledge. This practicum places students in a setting where the student learns to apply entry-level and more advanced competencies, focusing on enhanced preparation for the NCLEX-RN exam.

NUR 600 Foundations: The Art, Science, and Ethics of Graduate Nursing Practice 3 credits
This course will focus on the art and science of nursing for graduate nursing practice in formal and informal leadership roles. Students will reflect on their professional calling and affirm their moral compass including examining potential vulnerabilities that may challenge one’s integrity. Students will explore ethical theories and principles from a nursing leader perspective, analyze contextual factors contributing to ethical dilemmas in the healthcare environment, synthesize, and apply course concepts through the application of ethical decision-making models within the Christian context.

NUR 610 Integration of Epidemiology and Clinical Prevention to Improve Health with Practicum Application 3 credits
This course focuses on basic principles of epidemiology, which includes the distribution and determinants of health-related states or events in specific populations. Using concepts from biostatistics, students will analyze population data to inform and design population health interventions that advocate for social justice and health equity. The course includes a 35-hour practicum, which focuses on the application of epidemiologic concepts and biostatistical principles. (Prerequisite: Minimum grade of B in NUR 600)

NUR 620 Translating Evidence into Practice 4 credits
This course focuses on the evidence base for practice decisions and will prepare students to evaluate the strength of the evidence from a statistical and a clinical significance perspective. Students will perform a literature review and a critical appraisal of evidence which will entail a critique of the study framework, research methods, data collection process, and the method of analysis. (Prerequisite: Minimum grade of B in NUR 610)

NUR 630 Organizational and Systems Leadership with Practicum Application 4 credits
This course will develop an understanding of the organization of healthcare delivery systems along with the impact of factors that influence healthcare. Students will explore systems theory, change theory, and complexity science in healthcare. Students will examine how leaders develop themselves and others to create an alignment that engages change in addressing the future needs of healthcare. This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 620)

NUR 640 Leading Healthcare Systems and Quality Improvement with Practicum Application 4 credits
This course will examine current principles and practices for healthcare quality including quality improvement methodologies and evaluation of success based on structural, process and outcomes measures. Students will examine how leaders strategically create and influence organizational outcomes with a focus on a culture of safety thru a balanced lens of cost, quality and experience. This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 630)

NUR 650 Information Systems and Technologies to Improve Health Outcomes with Practicum Application 4 credits
Students will investigate the integration of evidence-based practice with organizational science and informatics while examining the role of the nurse leader to inform health information systems and technology to improve health outcomes. Students will also gain essential knowledge of informatics content to be prepared to address stakeholders and to advocate for effective and efficient health information systems and technology that supports improved health outcomes. Students will explore topics such as healthcare technologies such as telehealth and apps that promote wellness. The course includes a 35-hour practicum, which focuses on the application of use of information systems in healthcare. (Prerequisite: Minimum grade of B in NUR 640)

NUR 660 Leading Care Coordination and Promoting Collaboration to Improve Health Outcomes 3 credits
Students will explore interprofessional considerations and communication strategies that facilitate care coordination across the healthcare continuum with a focus on care transitions. Students will propose ideas for a model of care design and explore outcome measures around quality, cost, and experience for identified individuals and populations. (Prerequisite: Minimum grade of B in NUR 650)

NUR 670 Finance, Economics and Resource Management in Healthcare 3 credits
Students will investigate the role of human resource management from an operation manager’s perspective. Students will examine labor issues in nursing including recruitment, retention, and employee satisfaction. The course emphasizes business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing. (Prerequisite: Minimum grade of B in NUR 660)

NUR 680 Nurse as a Leader: Advocacy and Policy with Practicum Application 4 credits
This course explores the impact of policy on health care delivery from an institutional, local, state and federal level. Students learn about the policy making process and apply their learning by analyzing, implementing, and evaluating policy using multiple measures (i.e., ethics, economic, social justice). This course includes a 35-hour practicum designed to facilitate the application of course content and will serve as the foundation for the final Capstone experience. (Prerequisite: Minimum grade of B in NUR 670)

NUR 690 Capstone Synthesis Practicum 4 credits
This capstone course includes a culmination deliverable that demonstrates the synthesis of program content, validates the student preparedness for a nurse leader role, and acts as a summative evaluation of the end of program student learning outcomes. This course includes a 140-hour practicum. (Prerequisite: Minimum grade of B in NUR 680)

Orthotics and Prosthetics (OP)

OP 500 Ethics and Compliance in Orthotics and Prosthetics 3 credits
This course explores ethical considerations for orthotics and prosthetics in a healthcare setting. Students will critically analyze ethical concepts, which influence the development of healthcare policies and regulations in the orthotics and prosthetics fields. The course will further examine the relevance of ethical considerations in healthcare compliance.

OP 502 Biomechanics of Human Movement 3 credits
This course integrates clinically relevant aspects of human anatomy, physiology, and biomechanics. Included are an introduction to motor learning and control principles that support human functioning, and clinical concepts in bioengineering and electrophysiology.
OP 505 Clinical Considerations of Lower Extremity Orthotic Management 3 credits
This course integrates current principles in human movement, pathology, functional assessment and measurement. Principles are then applied through the formulation and implementation of an orthotic treatment plan. The students will research, design, fabricate, and fit functional and accommodative orthotic devices for the lower limb.

OP 510 Clinical Considerations of Spinal Orthotic Management 3 credits
This course incorporates principles of orthopedic assessment, biomechanics, and growth and development. Principles are then applied through the formulation and implementation of orthotic treatment protocol. Students will design, fabricate, and fit corrective and supportive spinal orthoses for conditions of the spine based on evidence-based standards.

OP 515 Clinical Considerations of Upper Extremity Orthotic Management 3 credits
This course integrates the knowledge gained through rehabilitation, orthopedic and functional assessment and incorporates the information into a treatment plan. Techniques are then applied through the implementation of orthotic treatment protocol. Students will research, design, fabricate, and fit upper extremity orthoses.

OP 520 Clinical Considerations of Trans-Tibial Prosthetic Management 3 credits
This course focuses on the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It includes trans-tibial shape capturing methods with variations in socket designs and suspension techniques as used in contemporary prosthetic practice. This course utilizes evidence to base clinical decisions and to resolve clinical complications that can affect patients with lower limb amputations.

OP 525 Statistics in Orthotics and Prosthetics 3 credits
Students will examine the concepts, methods, and usage of statistical data within the context of orthotics and prosthetics.

OP 530 Research Methods 3 credits
This course examines the various research methodologies used in orthotics and prosthetics. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of research are introduced.

OP 535 Clinical Considerations of Trans-Femoral Prosthetic Management 3 credits
This course emphasizes the process of patient assessment through the formulation and implementation of a prosthetic treatment plan. It integrates anatomy, biomechanics, prosthetic design principles and material science to analyze clinical challenges that can affect patients with high-level lower limb amputations.

OP 540 Clinical Considerations of Upper Extremity Prosthetic Management 3 credits
This course integrates anatomy, patient assessment, biomechanics, and prosthetic design principles to diagnose clinical problems that can affect patients with upper extremity deficiency. Students will design and implement a prosthetic treatment plan, fabricate and fit the trans-radial and trans-humeral prostheses. This course will also cover innovative technologies in upper limb socket design and identify advanced components to enhance upper-limb function.

OP 545 Orthotic and Prosthetic Practice Management 3 credits
This course will examine the general business practices used in the orthotic and prosthetic industry. Topics include record keeping, time management, regulatory compliance, financial statements, human resources, marketing and legal issues. Professional issues including the certification process, personal goal setting and leadership skills assessment are also discussed. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

OP 580 Clinical Experience 3 credits
This course will provide students with opportunities to apply theories and skills in an approved clinical setting with actual patient contact. Specific experiences include taking part in a comprehensive patient assessment in order to create a comprehensive orthotic/prosthetic treatment care plan as well as exposure to continued patient care/evaluation to ensure, maintain, and document optimal fit and function of the orthoses/prostheses. The experience will also provide exposure to business management principles and inter-professional communication among practitioners, patients, and caregivers. Practicum students are required to work under the direct supervision of a Certified Orthotist/Prosthetist preceptor in an approved clinical site.

OP 590 Master's Capstone 3 credits
The capstone course provides the orthotic and prosthetic professional with the opportunity to synthesize the learning, which has taken place throughout the program. It further focuses upon the practical application of knowledge within the orthotic and prosthetic industries. The capstone will serve as an assessment of student learning within the Master of Science in Orthotics and Prosthetics program.

Parent and Teacher Impact (PTIX)

PTIX 500 Building Meaningful Partnerships: Connecting Schools, Families, and Communities 3 credits
Educating young people is a task shared by many parties. A student’s success doesn’t rest solely in the hands of his or her teachers. Parents, community groups, and local businesses can all play a vital part in educating America’s youth. When schools work collaboratively with these groups, students thrive both personally and academically, and the adults benefit as well when they know they are positively influencing the education system and the lives of their youth. In this course, you will gain concrete, actionable strategies for partnering with families and community organizations to foster meaningful educational experiences for students. From examples of successful partnerships to practical applications, you will learn how to seek out, connect with, and facilitate effective partnerships with the broader community. In addition, you’ll learn how to engage the parents of special needs children and English language learners in their children’s education. Using the techniques from this course, you’ll be ready to implement a plan to successfully involve your community in fostering all students’ achievement. This course is offered through Advancement Courses.
PTIX 501  Building Parent Engagement 3 credits
Parents play an integral role in their children’s education. However, one of the biggest challenges for teachers is reaching and building positive relationships with all parents. Barriers to successful communication can easily arise, whether it’s because parents have negative attitudes toward school, are overworked or have limited time, have children with special needs, or have limited English language proficiency. It’s up to you to overcome these barriers, and this course will show you how. In this course, you will gain practical techniques and concrete, actionable tools to foster parental involvement. Examples include planning information nights, using technology to maintain regular contact with parents, collaborating with parents to meet curriculum standards (such as CCSS and ESSA), and creating a strong home-to-school connection. You’ll examine your current strengths and weaknesses regarding parental engagement and create personalized strategies for improving them. In addition, you will be equipped with comprehensive strategies for incorporating relevant topics that will meaningfully engage your students, and for overcoming any challenges associated with creating service learning opportunities. By the end of this course, you will be equipped with a comprehensive set of tools for engaging and empowering all students’ parents to become active partners in their children’s school success. This course is offered through Advancement Courses.

PTIX 502  Building Student Character Through Service Learning 3 credits
With its focus on problem-solving and authentic, real-world application, service learning is one of the most significant ways to introduce your students to the skills they’ll need to thrive in today’s classrooms and tomorrow’s careers. Service learning combines learning goals and community service in ways that can enhance your students’ engagement with and achievement in academic and civic matters. In this course, you’ll learn how to integrate service learning principles and opportunities into your curriculum and design effective instruction, projects, and reflection opportunities that will hone your students’ skills in collaboration, communication, critical thinking, and creativity. You’ll examine strategies for incorporating relevant topics that will meaningfully engage your students, and for overcoming any challenges associated with creating service learning opportunities. In addition, you’ll gain tools for encouraging participation from family members, community members, and local organizations in student-driven service projects. Using the techniques from this course, you’ll be able to use service learning to engage your students in community-based projects that will demonstrate the significance of civic engagement and creating social change. This course is offered through Advancement Courses.

PTIX 503  Developing Civic Knowledge through Hands-On Community Engagement 3 credits
What must students know and do to improve their communities and influence their government? That is the central question related to civic engagement in the classroom. Civics in the traditional sense has a reputation for being stale and disconnected from the real world. However, in today’s world, it is more important than ever for young people to develop the knowledge and skills they will need to take on the challenges they see in the world around them. This course offers strategies for reinvigorating civic learning, making it come alive in both content area learning and the community. By reframing how you think about civic education, you will discover how it can become an essential part of the practices and values of any classroom. You will be able to build connections with the community and also enable students to carry their learning well beyond the classroom. Students will see how classroom learning empowers them to act, advocate, and affect change in their communities and beyond. By the end of the course, you will be able to incorporate all of these principles of civic knowledge, skills, values, and actions into your classroom practice and instructional plans. This course is offered through Advancement Courses.

PTIX 504  Educating for Character & Value 3 credits
Instilling strong values in children can create an entire generation that helps society become a more peaceful and civilized place. Teachers can play a vital role in cultivating these values, but having to implement new standards and curricular requirements can make teachers hesitant to add a “nonacademic” subject to their already full plates. However, teaching character and values is not about adding these subjects, but about integrating them effectively into existing classroom practices and curricula. In this course, you will examine the importance of teaching children character and values, the ramifications of not teaching these principles, and how you can teach values without involving religion, politics, or other personal stances. You’ll explore various universal values in depth, understanding how they enrich students’ lives, and develop concrete strategies for how to implement values-related education in the classroom. In addition, you’ll learn how to model positive behaviors in your own life and classroom, and how to use literature and media to teach lasting character lessons to your students. By the end of this course, you’ll be equipped with comprehensive strategies for integrating character- and values-related education in the classroom and forging responsible 21st-century citizens. This course is offered through Advancement Courses.
PTIX 505 Preparing Students for the Workforce 3 credits
Determining a career path has become a complex process as our society advances and people become more specialized. High school students are expected to make decisions that will impact their education, families, lifestyles, and life satisfaction for years to come. Teachers play a crucial role in helping their students navigate this critical time of life, so it's essential that educators have a good framework for guiding students through these decisions. Building upon the work of classic career theorists, including John Holland and Donald Super, this course will take a comprehensive look at the career decision-making process, beginning with distinguishing between a career and a job or hobby, through selecting a career and landing and keeping a job. You'll develop strategies for helping students understand themselves and identify personal preferences, values, and strengths. In addition, you'll learn the processes involved in identifying motivation sources, exploring potential careers, and honing the soft and hard skills students need to develop as professionals. Using the techniques from this course, you will be prepared to guide your students through the process of becoming career-ready professionals who have a strong foundation for making the decisions that await them. This course is offered through Advancement Courses.

PTIX 506 Shaping Global Citizens through World Crisis Education 3 credits
All over the world today, children experience crises that impact them as they grow into adolescence and adulthood. A lack of access to education and clean water, the prevalence of armed conflict in their region, and poverty of all kinds challenge their daily lives. For children in American classrooms, it is imperative that these crises and difficult or dangerous conditions be studied and understood, so that they grow into compassionate and active global citizens that understand their role in the world and strive to make a positive impact. In this course, we will examine some of the most immediate world crises, the impact they have on the children that experience them, and strategies that you can use to teach your own students about those crises in the classroom. This course is offered through Advancement Courses.

PTIX 507 Successful Parent-Teacher Conferences 3 credits
Parents are just as critical to their children's academic and social success as teachers are. However, opportunities for parent–teacher interactions are limited, so it's critical to maximize times such as parent–teacher conferences to form strong relationships and a unified vision for your students' health and growth. In this course, you will learn how to host congenial, effective parent–teacher conferences that foster relationships with parents for the rest of the year. You'll examine the critical components of a strong parent–teacher relationship and how you can partner with parents to develop students' unique strengths and weaknesses. In addition, you'll create strategies for sharing student data, approaching difficult topics with parents, and involving students appropriately in your communications with their parents. With the techniques from this course, you'll be equipped to communicate with parents not only at conferences but also throughout the school year to build a network of supportive adults for your students. This course is offered through Advancement Courses.

PTIX 508 Communication Essentials for School Leaders 3 credits
Communication: It can either build a school community up or tear it down. Communication is more than regular newsletters and social media posts. It involves an intricate skill set that helps you connect with internal and external stakeholders, listen to the needs of the school and greater community, and use information to prepare, respond, and inform. In this course, you will learn why communication is so important to school culture, how school leaders can use communication to build trust and relationships, and best practices to become a more effective communicator. You'll explore different channels of communication and how to best use each to (a) help the stakeholders in your community feel heard and (b) keep them informed and prepared. In addition, you'll examine how to communicate during times of crisis, including natural disasters and school violence. By the end of the course, you'll have a comprehensive communication plan tailored to your leadership style and your school community's needs.

PTIX 509 Forming Community Partnerships to Access Educational Resources 1 credit
It's no secret that schools have limited resources to prepare students for the real world. Students benefit tremendously when educators collaborate with the community to provide authentic learning experiences and resources so students can get a taste of what they're learning outside the classroom walls. The challenge lies in how to form these partnerships. In this course for school leaders, you will explore methods for seeking out and partnering with community members to gain a variety of resources for your school. You'll learn from other school leaders who have successfully built a network of contacts and resources, and develop strategies to help you do the same in your community. In addition, you'll learn how to create a well-balanced presentation of your schools' current needs to energize community members to get involved. By the end of the course, you'll have a practical plan to drive more educational opportunities for your students through the power of community partnerships.

PTIX 510 Partnering with Parents for Student Success 1 credit
According to Dr. Susan M. Sheridan (n.d.), “Research shows that when a partnership approach between parents and teachers is evident, children’s work habits, attitudes about school and grades improve. They demonstrate better social skills, fewer behavioral problems and a greater ability to adapt to situations and get along.” As educators, we want what’s best for our students! It is our job to establish, foster, and maintain productive relationships with parents so that our students can be successful. This course will introduce you to the importance of regular, effective communication with parents since all good relationships are built upon trust, openness, and regular communication. After developing a clear understanding of why communication is necessary, you will begin to explore how to create such opportunities within your classroom. Next, you will learn exactly how to create and foster meaningful partnerships with parents. Parents can be partners in many ways, ranging from supporting their children at home, volunteering in the classroom, taking part in important decision making, and much more! After diving deeply into examples of parent partnerships, you will develop a plan for forging parent partnerships within your own classroom and school community. By the end of this course, you will be equipped with the knowledge and skills necessary to create meaningful partnerships with parents that last.
PE and Health (PEHX)

PEHX 500  Athletic Speed and Agility 3 credits
Success in sports results from several factors, the most popular of which are skill and strength. However, two areas that are often overlooked are speed and agility. Many believe that athletes are born fast and agile and that training can’t overcome deficiencies in these skills. However, with the right programs, coaches can help athletes enhance and build upon both of these areas. Although speed and agility training differs depending on the sport and level, all coaches can benefit from developing a deeper understanding of what speed and agility training looks like for all sports. In this course, you will develop speed and agility programs that will enhance your athletes’ performance regardless of what sport you coach or your athletes’ level of proficiency. The course takes a close look at plyometrics, a form of exercise that involves rapid and repeated stretching and contracting of the muscles. You will examine how physical features either allow or prevent athletes from developing speed, and you will create strategies for overcoming these obstacles while limiting injuries. With the techniques you learn in this course, you will be able to coach all of your students to increase these essential athletic skills regardless of innate ability. This course is offered through Advancement Courses.

PEHX 501  Basketball John Wooden’s Way 3 credits
Arguably the most successful college basketball coach of all time, John Wooden not only had a passion for coaching but also a passion to share his story with other coaches so that they could learn from his success. His leadership, dedication, knowledge, and discipline are something all coaches can learn from. In this course, the coach will learn the strategies and characteristics of good coaching through studying the life and career of John Wooden. The coach will understand Coach Wooden’s UCLA offense and seek to implement some of its key strategies with his or her own team. By the end of the course, the coach will be able to design a coaching structure that instills both discipline and character into his or her athletes, while also implementing effective basketball drills, strategies, and techniques. This course is offered through Advancement Courses.

PEHX 502  Coaching Students Toward College 3 credits
Most students enter high school believing that they will attend college afterward, but not all students end up matriculating. Clearly, some students struggle with turning their collegiate desires into reality. To coach students toward college, educators need to consider students’ academic preparation, social-emotional skills, and the support of families and community members in helping each student enter (and finish) college. In this course, you will learn how to better support students in their journey to college. Whether you’re a teacher, counselor, or administrator, you can employ numerous strategies to motivate students, parents, and the community to work together for students’ success. You’ll learn how to cultivate a college-going culture at your school, and you’ll also assemble resources that you can share with students on how to apply for admission and financial aid. Finally, you’ll learn how to support students’ transition from high school to college, including re-evaluating the purpose and value of a college degree. Using the strategies from this course, you will be able to nurture students’ desire and ability to apply to colleges that will set them up for success in their lives and careers. This course is offered through Advancement Courses.

PEHX 503  Coaching the Female Athlete 3 credits
There’s no denying that male and female athletes are different. Besides physical distinctions, they also react differently to issues such as team building, self-esteem, and coaching techniques. Girls bring a unique set of strengths and challenges to the playing field, and their coaches play a key role in bringing out the best in them. In this course, you will examine the characteristics that female athletes value in coaches and how you can exemplify these qualities in your coaching philosophy. You’ll learn how to build strong chemistry and teamwork on a girls’ team, beginning with tryouts and all the way through practices and competitive play. In addition, you’ll develop strategies for fostering female athletes’ drive and self-esteem to help them build a confident, winning mindset. Using the techniques from this course, you will be able to empower your female athletes to develop the confidence and assertiveness that will not only strengthen their athletic performance, but also help them in life off the field. This course is offered through Advancement Courses.

PEHX 504  Game On! Getting Kids Pumped in P.E. Class 3 credits
Getting kids motivated in the gym can sometimes be as challenging as motivating them when they’re sitting behind a desk. In this course, you will cultivate an array of motivational strategies to engage students in effective P.E. instruction and help them understand the benefits of physical activity on their mental, emotional, and physiological well-being. You will learn to incorporate intrinsic and extrinsic techniques to empower students with the skills they need to enjoy a lifetime of physical activity. In addition, you will develop strategies to reach all learners, including English language learners, students with special needs, students from culturally diverse backgrounds, and exceptional athletes. With the techniques you learn in this course, you will be able to build a culture of enthusiasm and engagement from all students in your P.E. class, regardless of physical ability. This course is offered through Advancement Courses.

PEHX 505  Health, Wellness, and Fitness: A New Look 3 credits
The prevalence of obesity in children has more than tripled in the last three decades. Obesity is a major concern for not only students’ physical health, but also their mental health, as it can lead to higher rates of bullying and depression. Because children spend a great deal of time in school, teachers can have a powerful positive influence on their development of healthy habits. Healthy students likely lead to healthy adults, and making smarter decisions regarding physical, nutritional, and mental health helps promote sharper minds and stronger learning opportunities. In this course, you will curate a list of activities that promote physical fitness in your elementary, middle, or high school students. You will learn techniques to foster multiple dimensions of student health, including emotional well-being, stress reduction, nutrition, and physical fitness. By the end of this course, you will be armed with the knowledge and strategies you need to create a culture of health and wellness in your classroom and beyond. This course is offered through Advancement Courses.
PEHX 506  Identifying and Preventing Eating and Exercise Disorders 3 credits
Many young men and women in today's society are dissatisfied with their bodies. The pressure to achieve cultural body image ideals starts as early as age 6, and often results in eating and exercise, or “activity,” disorders. Eating disorders have the highest death rate of any psychiatric illness and can lead to serious physiological problems. In this course, you will learn to recognize the signs that a student—female or male—may be at risk for or suffering from an eating or exercise disorder. For these children and teens, early and sensitive intervention is key, so you will learn how to approach students to get them the professional help they need. You will also study common causes and symptoms of exercise and eating disorders so you can help students establish a healthy body image and positive relationship toward food and exercise. Using the knowledge and strategies from this course, you'll be equipped to not only recognize and intervene with students who have eating and exercise disorders, but also help every student in your class establish a positive body image and healthy eating habits. This course is offered through Advancement Courses.

PEHX 507  Integrating Health and Wellness into the Elementary Classroom 3 credits
As teachers, we hope that every lesson we teach students will stay with them for a lifetime. But few other lessons have as many long-lasting implications as teaching students how to make healthy choices. These skills can increase students' life spans as well as their happiness, so it's incredibly valuable to start as early as elementary school to set them up for a lifetime of success. In this course, you will explore how to integrate health and wellness across multiple subject areas, including literacy, math, science, and social studies. You'll learn highly practical techniques for how to incorporate more physical activity into your classroom, ranging from brain breaks to using movement in your daily lessons. In addition, you'll learn how to foster students’ social–emotional health and well-being, and how to promote wellness through school-wide programs and initiatives. Equipped with the knowledge and strategies from this course, you will be able to positively impact both your students’ and your school community's overall health and wellness for years to come. This course is offered through Advancement Courses.

PEHX 508  Integrating Technology into the PE Classroom 3 credits
PE is not a class where you normally imagine using technology; in fact, PE may sometimes feel like a school’s only chance to get students away from screens. However, when implemented correctly, technology can be a dynamic and engaging force in your PE class, for both you and your students. In this course, you will learn how to use technology to enhance the planning, instruction, activities, and assessments in your PE class. You will develop strategies for using video to demonstrate physical techniques and offer feedback on students’ performance; using apps and games to measure and motivate student achievement; and using digital organization tools to create and store powerful lesson plans that you can use for years to come. As part of your coursework, you will explore several examples of apps and tools you can start using in your classroom today to help you improve your own and your students’ experience. Using the tools and techniques from this course, you will be able to use technology not only to enhance your own planning and instruction, but also to motivate students to greater physical activity. This course is offered through Advancement Courses.

PEHX 510  Shaping Authentic PE Instruction in the 21st Century 3 credits
PE teachers play an essential role in providing students with the knowledge and skills they need to engage in a lifetime of health and fitness. A high-quality PE program offers students more than just skill development and physical activity; it also emphasizes student learning in the cognitive, affective, and psychomotor learning domains. In this course, you will gain the resources you need to create and implement a high-quality PE program that aligns with the SHAPE America National Standards. You'll examine best practices for implementing direct instruction, feedback, management, and observation; for using Bloom's Taxonomy to develop your students' cognitive, affective, and psychomotor skills; and for incorporating simple to complex tasks that will build students’ abilities in PE. You'll also acquire the strategies you need to advocate for, design, modify, implement, and assess effective PE instruction that addresses the needs of students of all learning and physical abilities. Using the techniques and resources from this course, you'll be able to create authentic PE activities that will engage your students, motivate them to participate in PE, and develop their mental, emotional, and physical skills. NOTE: If you have taken the Advancement Courses online course, Let's Move! Authentic PE Instruction for the 21st Century, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other courses in PE. This course is offered through Advancement Courses.

PEHX 511  Sports and Games: Using Instructional Models in PE 3 credits
The days of uninspired and unorganized play are over! As PE teachers, we can sometimes struggle to find activities that both engage students and align with national standards. However, this course will give you the tools you need to do just that. In this course, you'll develop strategies for identifying competency-based, goal-oriented games that are appropriate for K–12 physical education, as well as tools for evaluating students as they develop a lifelong interest in fitness. You'll learn best practices for creating effective PE instruction, and how to modify your teaching to interest and encourage students who are English language learners, come from different cultural backgrounds, have special needs, or exhibit exceptional athletic talent. In addition, you'll explore instructional and assessment approaches such as direct instruction, the Sport Education Model, and Teaching Games for Understanding. By the end of the course, you'll be able to design and implement authentic activities that meet the learning needs and interests of all your students. This course is offered through Advancement Courses.
PEHX 512  Stretching Bodies and Minds: Using Yoga to Enhance Student Focus and Motivation 3 credits
For thousands of years, the world has embraced the practice of yoga as one of the best ways to calm the mind, build physical strength and balance, increase confidence and emotional resilience, and improve focus and concentration. But did you know that practicing yoga in the classroom can also enhance classroom instruction by preparing students to listen, focus, and learn? In this course, you'll learn when to incorporate yoga activities into the school day and how your students can gain the benefits of yoga with little instructional time. Even if you lack prior yoga experience, you'll gain the tools you need to explain yoga to your students and make yoga activities easy for them. You'll acquire strategies to effectively implement a wide variety of yoga exercises and poses in your classroom, including those that settle students at the beginning of class, refocus students when their attention wavers, calm and center students before assignments and tests, and build their confidence and self-regulation. Using the techniques from the course, you'll be able to include yoga practices in your instruction, which will help your students develop the social–emotional, cognitive, and physical skills they'll need beyond the classroom. This course is offered through Advancement Courses.

PEHX 514  Teaching Golf: From 40 Yards In 3 credits
Often when students imagine golf, they think of the idyllic driver swing that sends the golf ball flying hundreds of yards into the sun. However, physical education teachers know that a successful golf game requires more skills and more nuance than what students normally imagine when they pick up a golf club. In this course, you will review the fundamental skills in the short game of golf and how to instill them in your students. You'll develop strategies for teaching the proper terminology, types of shots, club choices, and safety and etiquette. You'll also develop techniques for improving practical skills such as bunker play, chipping, and putting. By the end of this course, you will have the knowledge and strategies you need to motivate, support, and engage your student athletes in the critical aspects of the short game of golf. This course is offered through Advancement Courses.

PEHX 515  Teaching Healthy Habits to Prevent Childhood Obesity 3 credits
It's no secret that America has an obesity problem, or that obesity can impact even our youngest students. Overweight children endure long-term physical, psychological, and social problems, and it can be overwhelming trying to figure out how to address these issues in a classroom setting. However, as a teacher, you can have a profound impact on preventing childhood obesity and helping obese children in your classroom. In this course, you will examine the underlying causes of obesity in children and adolescents, including changes in food patterns, food availability, and decreased exercise in and out of schools. Knowledge of these contributing factors and their adverse consequences will help you better identify, assess, and combat the root causes of a child's obesity. In addition, you will learn how to integrate healthy lifestyle choices into a curriculum to encourage healthy habits for students. You will also explore ways to plan and advocate for healthy habits in the school community, such as school and community gardens, activity breaks in the regular classroom, and collaborative teaching strategies. Using the techniques from this course, you will be able to promote healthy choices that can positively impact students for the rest of their lives. This course is offered through Advancement Courses.

PEHX 516  The Job of the Athletic Department 3 credits
Being an athletic director requires much more than a knowledge and love of sports. Many aspects of the job are administrative in nature, and leading the department involves managing thousands of dollars of equipment, multiple team schedules, and several coaches and support staff. A successful athletic director must be able to balance all of these responsibilities on top of maintaining good relationships with school administrators, parents, and community members. In this course, you will examine the various factors that make an athletic department run like a well-oiled machine. You'll tackle difficult issues such as managing a large staff, creating budgets, navigating legal issues, and identifying characteristics to look for when hiring coaches. You'll also develop strategies for communicating with students' families and the community at large regarding athletic events, policies, and feedback. In addition, you will evaluate the benefits of sports for children and how to cultivate these values throughout your athletic department. Using the techniques from this course, you will be able to balance the myriad responsibilities of running an athletic department and enjoy the fruits of overseeing successful student athletes and their coaches. This course is offered through Advancement Courses.

PEHX 517  The Psychology of Sport 3 credits
Practice, practice, practice. Every coach knows that athletes need to practice the physical techniques unique to their sport and their position on the team. But is that all they need to practice? Research shows that mental skills are just as crucial to becoming a successful athlete. But how do you instill healthy mental techniques in your student athletes to help them both on and off the field? In this course, you will learn why mental skills are so essential for athletic performance and how to teach vital mental techniques alongside physical techniques. You'll develop strategies for motivating athletes to succeed and make a total commitment to their sport; using self-talk, imagery, and visualization; and helping students manage their emotions during competition. Focusing on athletes' mental skills will increase their performance during practice and competition. Using the knowledge and techniques from this course, you will be able to increase your athletes’ mental and physical skills and give them tools they can use to succeed in all areas of life. This course is offered through Advancement Courses.

PEHX 518  Why Good Coaches Quit 3 credits
Although coaching can be meaningful, exciting, and fulfilling work, it can also be a tough job with significant pressures and stressors. When coaches are performing optimally, their words and actions match the clear values and goals they have set for their teams. However, too often, the stress of the job, the pressure to achieve, and the overwhelming nature of additional responsibilities jeopardize coaches' desire to continue. In this course, you will examine the challenges of coaching and learn how to cope with internal and external pressures to be an effective leader. Because you need to be able to manage yourself before you can manage others, you will focus on cultivating techniques for juggling multiple roles, controlling stress, building emotional intelligence, and defining a clear value system that aligns with your goals and actions. In addition, you'll learn how to be a role model and pass on the strategies you gain to other coaches (and to parents and students as well) to help them perform at their highest level. With the techniques you learn in this course, you will be able to prevent burnout and reignite your passion for the job not only for yourself, but for others as well. This course is offered through Advancement Courses.
DPT 7000  Independent Study 1-4 credits

Physical Therapy (DPT)

DPT 7001  Systems Physiology and Pathophysiology I 3 credits
This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuroplasticity of the central and peripheral nervous systems. In addition, clinical aspects of neurological conditions most applicable to the physical therapist are presented. Class activities include lecture, laboratory, and working through case scenarios.

DPT 7002  Systems Physiology and Pathophysiology II 3 credits
This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, rheumatic, pulmonary, hematologic, genitourinary, hepatic, pancreatic and biliary and gastrointestinal systems are presented. An overview of infectious diseases and oncology is provided. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

DPT 7100  Service Learning I 1 credit
This is the first course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. Service-learning I incorporates cultural competence, meaningful service, and critical reflective thinking to enhance student learning. The students will participate in lectures and discussion, interact with community leaders from different cultures, reflect on cultural and community topics and serve within the community. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

DPT 7101  Anatomy 6 credits
This course is a comprehensive study of human anatomy, which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

DPT 7102  Systems Physiology and Pathophysiology 13 credits
This first course of a two-course sequence begins with a cell structure and function overview. The physiology and pathophysiology of the endocrine, musculoskeletal, cardiovascular, and nervous systems are presented. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.

DPT 7103  Applied Neuroscience 3 credits
This course provides an in-depth exploration of human movement, learning, communication, memory, and emotions. Topics include the components and neuroplasticity of the central and peripheral nervous systems. In addition, clinical aspects of neurological conditions most applicable to the physical therapist are presented. Class activities include lecture, laboratory, and working through case scenarios.

DPT 7104  Functional Anatomy/Biomechanics 3 credits
Regional functional and articular anatomy is explored and applied in a rehabilitation context. Principles of and instrumentation for motion analysis are utilized to develop a thorough understanding of human movement. Class activities include lecture, observation, and laboratory activities. Two movement analysis projects provide the student experience in analysis and interpretation of functional movement patterns.

DPT 7105  Systems Physiology and Pathophysiology II 3 credits
This is the second course of a two-course sequence. The physiology and pathophysiology of the integumentary, immune, rheumatic, pulmonary, hematologic, genitourinary, hepatic, pancreatic and biliary and gastrointestinal systems are presented. An overview of infectious diseases and oncology is provided. Fundamentals of pathology for each system are presented from various perspectives: etiology; pathogenesis; signs and symptoms; medical diagnosis, including laboratory tests and diagnostic imaging; and treatment including pharmacological intervention. Emphasis is placed on identifying "red flags" that would indicate to a physical therapist that treatment may be contraindicated or referral to another health care provider is appropriate. Class activities include lecture, discussion and problem solving scenarios.
DPT 7106  Medical Screening 2 credits
This course is an introduction of medical screening of patients for conditions that may require examination by a physician or a physician-extender across the lifespan. The lecture and laboratory experiences will enhance professional communication between physical therapists, patients, and physicians facilitating patient referral outside physical therapy.

DPT 7111  Clinical Seminar I 2 credits
This is the first course of a three course sequence. The roles of the profession of physical therapy within the healthcare system, the healthcare team, and the Christian tradition are explored. Students begin to develop the professional behaviors and communication skills required to thrive in these roles. Emphasis is on the application of this material to real-world situations through multiple clinic visits that occur throughout the semester. Class activities include lecture, group activities, and clinic visits.

DPT 7112  Clinical Seminar II 2 credits
This is the second course of a three course sequence. Issues related to morals and values, cultural and socioeconomic diversity, and psychosocial aspects of disability are explored within the context of multiple clinical visits. Legal and ethical issues in physical therapy practice are introduced. Class activities include lecture, group activities, and clinic visits.

DPT 7121  Clinical Skills I/Foundations 4 credits
This is the first course of a three course sequence. The fundamental processes involved in physical therapy patient/client examination, evaluation, and intervention are introduced. Bed mobility, transfers, and wheelchair/assistive device management are included. A basic examination framework that can be utilized across diagnoses and throughout the lifespan is developed. Students begin to use medical terminology to document findings, using a variety of structured formats. Class activities include lecture, lab, interaction with community volunteer patients, and case studies.

DPT 7122  Clinical Skills II/Exercise 4 credits
This is the second course of a three course sequence. This is the second course of a three course sequence. This course further develops physical therapy examination processes and introduces postural control mechanisms and balance assessment. Principles of exercise prescription and progression are presented for a variety of impairments and functional limitations.

DPT 7123  Clinical Skills III/Modalities 4 credits
This is the third course of a three course sequence. Physical therapy interventions specific to therapeutic modalities and electrotherapy are developed, with emphasis on integrating these interventions into a comprehensive plan of care for patients across diagnoses and across the lifespan.

DPT 7130  Integumentary/Medical 3 credits
Physical therapy examination and interventions for integumentary and medical conditions across the lifespan and continuum of care are addressed. Issues associated with the lymphatic system are included. Class activities include lecture, lab and case studies.

DPT 7141  Health Promotion I 1 credit
This is the first of a four course sequence related to the promotion of health to physical therapy clients and the community. This initial course will introduce DPT students to the determinants of health, a variety of theories related to the components of health and the APTA’s vision for health promotion within the Physical Therapy profession. Students will also explore the role of the physical therapist in promoting health in themselves, their clients and the community, the reduction of health disparities, and the improvement of quality of life across the lifespan. Within the context of this course students will design a Personal Needs Assessment for themselves and develop an analysis of an existing community health promotion program in which they will ultimately participate in under the guidance of a community liaison. Throughout the course, an emphasis will be placed upon evidence-based practice, learning styles, health theories, cultural competence, and tailored health education in order to provide effective patient education. Class activities include readings, lecture, group discussion, projects and presentations.

DPT 7151  Lifespan I 2 credits
This is the first course in a two course sequence. Theories of motor development across the lifespan are presented within the context of physical therapy practice. Normal age related change across childhood, adolescence, adulthood, and later adulthood are explored. Health and motor planning across the lifespan, pediatric development, and normal physiological factors specific to the geriatric population will be reviewed. This will include changes in the cognitive, musculoskeletal and sensory systems. Changes in physical function are presented, compared, and contrasted between pediatric and geriatric patients through lecture, small group projects, and large group discussion. Students will develop pediatric and geriatric patient screening examinations.

DPT 7161  Research Methods/EBP 3 credits
Introduction to evidence based practice and clinical research. The skills learned will enable students to develop an initial, general research question, locate the evidence, review the scientific literature, and conduct critical appraisals of scientific articles. Course assignments require student application of the information. Class activities include lecture, discussion, and small group activities.

DPT 7200  Service Learning II 1 credit
This is the second course of a two course service learning sequence. Christian Service is an important component of the Lutheran tradition, a key element of the Concordia, St. Paul mission statement and the cornerstone of the CSP DPT Program. The students will participate in discussion, plan and participate in service activities. These activities are designed to reinforce the importance of life-long community and professional engagement, and strengthen the APTA core values of altruism and social responsibility.

DPT 7207  Structured Clinical Examination.
DPT 7208  Biopsychosocial Aspects 2 credits
The purpose of this course is to guide the student in the attainment of attitudes, behaviors, and values appropriate to a healthcare practitioner. This course introduces the student to the biopsychosocial aspects of physical therapy and to the clinical decision-making process, which is utilized by the physical therapist. It also covers managing individual needs during illness and disease as well as ways to successfully educate, interact with, and enhance wellness of patients and families in healthcare settings. A variety of topics will be presented through readings, lectures, discussions, videos, and experiential activities. Topics include a person's needs during disability, acute and chronic pain and illness, mind-body relationship, complementary and alternative medicine, and death and dying along with communication and interpersonal skills, strategies for therapeutic intervention, and the ability to engage in reflective thinking are stressed.

DPT 7209  Cardiopulmonary/Acute Care/Trauma 3 credits
Physical therapy examination and interventions for cardiovascular and pulmonary conditions across the lifespan and continuum of care including acute care and trauma are addressed. Class activities include lecture, lab, and case studies.

DPT 7210  Women's Health 2 credits
Basic and clinical science elements of evaluation and intervention of women's health conditions are introduced. Students will be introduced to treatment of pregnancy related musculoskeletal conditions, continence assessment and pelvic floor muscle training, and assessment of risk factors for osteoporosis. Topics covered include anatomy, endocrinology, and physiology, breast health, disease processes with gender differences, incontinence, obstetrics, and osteoporosis.

DPT 7213  Clinical Seminar III 2 credits
This is the final course of a three-course sequence. Issues related to role models, ethics, mentoring, appropriateness of PT interventions, practice supervision, delegation, clinical decision making, and changes in PT payment systems will be explored. Class activities include lecture and collaborative learning activities.

DPT 7232  Clinical Skills Assessment II 1 credit
A comprehensive assessment of clinical skills and professional behaviors developed in the first two years of the curriculum. This assessment takes place within the context of a clinical environment.

DPT 7242  Health Promotion II 1 credit
This is the third of a four course sequence related to the promotion of health to physical therapy clients and the community. Within the context of this course, DPT students will complete and present their finalized Community Health Promotion Project from Health Promotion Iib. DPT students will also explore how to design, promote and implement a successful health promotion event in the community based on the lifestyle and needs of their audience. Class activities include readings, lecture, group discussion, projects and presentations.

DPT 7252  Lifespan II 2 credits
This is the second course of a two course sequence. Students learn best through active learning and critical thinking strategies. Course material will be augmented by in-class discussions, written reflections and interactive opportunities. For example in the first session, function related to health across the life span will be introduced didactically followed by small group discussions to reflect on these elements by implementing the “Circle of Voices” technique (Brookfield, 2011). Students will then be asked to reflect on function related to health across the life span as it relates to the deeper perspective gained through course material and group discussion.

DPT 7262  Capstone I 2 credits
Introduction to the capstone project. Each student will complete one of two tracks: research or professional development. Each of the tracks require six credits of student work. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7263  Capstone II 1 credit
Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7264  Capstone III 1 credit
Continuation of the research or professional development project. Research - Students work with a faculty member in small groups to further their knowledge of scholarly methods. Together they will design a research project that is faculty generated or approved and student implemented. Teaching methods include discussion, small group activities, and use of computer data analysis tools. Professional Development - Students work with a faculty member in small groups to further their knowledge of the PT profession or health related topic. Together they will design and implement a project in conjunction with faculty and/or potentially a community partner. Teaching methods include literature review, discussion, small group learning activities, community service participation, needs assessments and interviews. The project must have a service component.

DPT 7267  Musculoskeletal I 3 credits
The role of the physical therapist in examining musculoskeletal conditions across the lifespan and continuum of care is introduced. Examination processes are regionally applied and students gain initial exposure to differential diagnosis and interventions. Class activities include lecture, lab, and case studies.

DPT 7272  Musculoskeletal II 3 credits
Students further develop concepts of differential diagnosis, prognosis, and interventions for patients with musculoskeletal conditions across the lifespan and continuum of care. Class activities include lecture, lab, and case studies.

DPT 7281  Neuromuscular I 3 credits
The framework for examination and intervention is applied and expanded to patients with neuromuscular diagnoses across the lifespan and continuum of care. The course focuses on functional areas of importance including mobility, transfers, wheelchair skills, balance, gait and upper extremity function. Class activities include lecture, lab and case studies.
DPT 7282  Neuromuscular II 3 credits
Students build on their examination and intervention framework
and neuroscience foundation to approach patients within the
neuromuscular practice patterns across the lifespan and continnum
of care. Specific examination and intervention techniques, special topics
and prognosticating related to the practice patterns are covered. Class
activities include lecture, lab and case studies.

DPT 7291  Administration Roles 3 credits
The roles of the physical therapist in administration and management
are explored. Health care economics, budgeting, supervision, planning,
marketing, and public relations are specifically addressed.

DPT 7301  Complex Medical 2 credits
This course is designed to further develop DPT students’ ability
to perform Physical Therapy examination and intervention for
critically ill patients, those with multi-organ involvement, and those
with complicating psychosocial and environmental issues. Class
activities include literature review, discussion, small group learning activities,
and use of computer data analysis tools. Professional
Development - Students work with a faculty member in small groups
further to their knowledge of scholarly methods. Together they will
design a research project that is faculty generated or approved and
student implemented. Teaching methods include discussion, small
group activities, and use of computer data analysis tools. Professional
Development - Students work with a faculty member in small groups
to further their knowledge of the PT profession or health related topic.
Together they will design and implement a project in conjunction with
faculty and/or potentially a community partner. Teaching methods
include literature review, discussion, small group learning activities,
community service participation, needs assessments and interviews. The
project must have a service component.

DPT 7365  Capstone V 1 credit
Continuation of the research or professional development project.
Research - Students work with a faculty member in small groups
to further their knowledge of scholarly methods. Together they will
design a research project that is faculty generated or approved and
student implemented. Teaching methods include discussion, small
group activities, and use of computer data analysis tools. Professional
Development - Students work with a faculty member in small groups
to further their knowledge of the PT profession or health related topic.
Together they will design and implement a project in conjunction with
faculty and/or potentially a community partner. Teaching methods
include literature review, discussion, small group learning activities,
community service participation, needs assessments and interviews. The
project must have a service component.

DPT 7366  Capstone V 1 credit
Students complete their doctoral projects. Activities include an oral
defense presented to faculty, peers, the next PT program cohorts, and
the community. The capstone project culminates with faculty approval
of the final product. Research - Students work with a faculty member in
small groups to further their knowledge of scholarly methods. Together
they will design a research project that is faculty generated or approved and
student implemented. Teaching methods include discussion, small
group activities, and use of computer data analysis tools. Professional
Development - Students work with a faculty member in small groups
to further their knowledge of the PT profession or health related topic.
Together they will design and implement a project in conjunction with
faculty and/or potentially a community partner. Teaching methods
include literature review, discussion, small group learning activities,
community service participation, needs assessments and interviews. The
project must have a service component.

DPT 7373  Musculoskeletal III 2 credits
Students are exposed to musculoskeletal topics in greater depth
and develop a global understanding of the role of the musculoskeletal
physical therapist across the lifespan and continuum of care. Class
activities include lecture, lab, and complex case studies.

DPT 7374  Specialty Seminar 2 credits
Groups of students work with individual faculty members to investigate
specialized aspects of physical therapy practice.

DPT 7383  Neuromuscular III 2 credits
Advanced topics related to the examination and intervention of patients
with neuromuscular dysfunction across the lifespan and continuum
of care are presented. Emphasis is placed on intervention techniques,
communication/coordination of care and management of complex
patients. Class activities include lecture, lab and case studies.

DPT 7392  Ethics and Professional Issues 1 credit
Ethics and professional issues for physical therapy professionals
are explored. Students will critically analyze ethical concepts and
major issues facing the profession of physical therapy. These will be
presented in discussion and debate format. Students develop a plan for
professional development and lifelong learning.

DPT 7501  Clinical Education Experience I 4 credits
This first 8-week clinical experience will provide the student the
opportunity to practice professional communication and therapeutic
skills. Active participation and integration of course content begins as
professional behaviors and clinical decision-making improves throughout
the internship. Close supervision is expected while students work at
25-50% of therapist caseload.

DPT 7502  Clinical Education Experience II 4 credits
In this second 8-week clinical course the student is assigned specific
clinical tasks under the supervision of the CI. The student is expected
to function with up to a 50-75% caseload; develop patient-client
management skills, professional behaviors and clinical decision-making
skills. Students will be exposed to more complex patient cases. Students
will be evaluated on all 18 performance criteria of the CPI.

DPT 7503  Clinical Education Experience III 4 credits
In this third 8-week internship, you will be given the opportunity to
apply more advanced theories and treatment procedures to a selected
patient caseload with guidance from a CI. You will continue to develop
professional behaviors and effectiveness in all aspects of the patient
client management model.

DPT 7504  Clinical Education Experience IV 6 credits
In this final 12-week internship, you will be given the opportunity to
focus on development of entry-level patient management skills from
examination through intervention, as well as development of other skills
related to practice such as consultation and administration. This is the
culminating full-time clinical rotation after which you are expected to
possess the skills and behaviors required to enter practice as a physical
therapist.

Physics (PHS)

PHS 112  Introductory Physics for Biological and Health Sciences I 4
credits
This algebra/trigonometry-based course deals with mechanics and
thermodynamics. Concepts are developed mathematically and applied
to practical situations with special emphasis on biologically relevant
examples. Students make use of a wide variety of laboratory equipment
and sensors to procure and analyze data surrounding these concepts.
The course meets for three lecture periods and one lab period each week.
PHS 113  Introductory Physics for Biological and Health Sciences II 4 credits
This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Concepts are developed mathematically and applied to practical situations with special emphasis on biologically relevant examples. Students make use of a wide variety of laboratory equipment and sensors to procure and analyze data surrounding these concepts. The course meets for three lecture periods and one lab period each week.

PHS 221  General Physics I (Calc Based) 4 credits
This calculus-based course deals with the areas of mechanics, thermodynamics, and wave motion. Physics’ concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: One year of high school physics and Calculus I)

PHS 222  General Physics II (Calc Based) 4 credits
This calculus-based course deals with the areas of electricity and magnetism, light and optics and modern physics. Physics’ concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations. The Internet and literature are used to obtain current information. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: PHS 221)

PHS 488  Physics Independent Study 1-4 credits

Political Science (POL)

POL 131  Government and Politics 4 credits
This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

POL 242  Neighborhood and Community Politics 4 credits
It has often been said that “all politics is local.” In this class, the students will examine and explore their local political environment: neighborhood, community, block, street, and even backyard. These are the best places for students to learn hands-on about activism, citizenship, politics, and how to impact the political system. This course will cover everything local from buses to bike-lanes; from farmer’s markets to dog parks, and from cross walks to composting. Learn more about your own community—how it works, and how you can make a difference.

POL 243  Contemporary Global Problems 4 credits
Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty. This course fulfills the Global Studies General Education requirement.

POL 250  Conventional Politics 2008 1 credit
This course will help participants to understand what is happening during a political convention. Each day of the convention week the class will explore “Conventional Politics” and what it all means. The daily informal sessions will include speakers, presentations, and discussions.

POL 325  U. S. Business History 4 credits
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

POL 337  Parties, Campaigns, and Elections 4 credits
Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

POL 341  The Civil Rights Movement in the U.S. 4 credits
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the “long civil rights movement”, that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

POL 345  Urban Studies 4 credits
This course will examine a variety of contemporary urban/city issues, problems, and potential solutions. Social, cultural, economic, historical, and political topics will all be covered. The course will be an integral part of the Public Policy program. Specific topics will be listed in the class schedule.

POL 351  Themes in U.S. Politics 4 credits
This class will explore a specific topic or theme selected by the instructor. The course will expand students’ understanding and appreciation of Political Science, relevant American political issues, and the U.S. governmental system.
Psychology (PSY)

PSY 101  Introduction to Psychology 4 credits
This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.

PSY 210  Child Psychology and Development 4 credits
A broad sketch of human growth and development is provided from the prenatal stages up until the adolescent years. Developmental processes including physical and perceptual development, cognition and language, personality and social development, are studied from physical, cognitive, and socioemotional perspectives. (Prerequisite: PSY 101)

PSY 215  Child and Adolescent Developmental Psychology for K-12 Educators 4 credits
This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required. (Prerequisite: PSY 101)

PSY 220  Adolescent Psychology 4 credits
This course examines developmental phenomena of adolescence, its physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions, with opportunity for personal exposure to youth's needs and interacting societal institutions. (Prerequisite: PSY 101)

PSY 230  Lifespan Developmental Psychology 4 credits
This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity, and environment. This review addresses physical, cognitive, and socioemotional changes across the lifespan. (Corequisite: PSY 101; Bachelor of Science Nursing students no prerequisite)

PSY 260  Adverse Childhood Experiences 4 credits
Adverse Childhood Experiences (ACE’s) can have a negative impact on children. Research related to adverse childhood experiences is analyzed and a variety of resources and evidence-based interventions are explored.

PSY 300  Cognition, Learning and Memory 4 credits
This course introduces students to important insights and theoretical principles of modern cognitive science. Students study human cognition, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, creativity, learning, and individual differences in cognition. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher)

PSY 310  Physiological Psychology 4 credits
This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiology and what this tells us about maladaptive behavior and cognition will also be discussed. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher)

PSY 320  Sensation and Perception 4 credits
Sensing and perceiving the world involves an interaction between our bodies and minds. This course explores the neuroscience and psychological principles underlying human perceptual abilities. Students will encounter different theoretical approaches to the study of this question, as well as a variety of methodological techniques. Topics to be covered include the biological basis of vision, the perception of pattern, color, depth, and spatial layout. The senses of hearing, touch, smell, and taste will be similarly addressed. The course will conclude with an exploration of the relationship between perception to knowledge. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher)

PSY 330  Introduction to Counseling 4 credits
Students are introduced to a variety of common, evidence-based counseling theories and techniques, and their application to counseling settings is explored. The roles, responsibilities, and ethical and legal issues involved in the client-practitioner relationship are considered. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher)

PSY 331  Group Counseling & Therapy 4 credits
This course is designed to provide students preparing to enter a helping profession with an understanding of group theory, an understanding of the types of groups used in group counseling or group therapy, and the experience of being a member and co-leader in a counseling group. Emphasis is placed on methods, problems, and leadership skills in working with a group. In addition to group processes, this course also focuses on professional and ethical responsibilities, assessment, treatment planning, crisis intervention, and referral. (Prerequisites: PSY 101 and PSY 330; Strongly recommended sophomore standing or higher).
PSY 333  Cultural Competency in Chemical Dependency 4 credits
This course offers in-depth analysis of cultural issues within the field of chemical dependency. It will explore themes of specific subgroups which Minnesota guidelines have identified as critical for chemical dependency treatment professionals: Native American Issues, Asian American Issues, Deaf and Hard-of-Hearing Issues, Chicano/Latino Issues, Disability Issues, African-American Issues. There will be an overview of alcohol and drug counseling focusing on the transdisciplinary foundations of alcohol and drug counseling and providing an understanding of theories of chemical dependency, the continuum of care, and the process of change. The course will address the pharmacology of substance abuse disorders and the dynamics of addiction. This will include issues among the subgroups as it relates to chemical dependency, including attitudes toward medication, response to medication, and other themes. (Prerequisite: Strongly recommended sophomore standing or higher).

PSY 340  Introduction to Industrial/Organizational Psychology 4 credits
Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher).

PSY 350  Forensic Psychology 4 credits
This course covers the application of psychological science to the legal system. The broad impact of human cognition and behavior on police selection and procedures, victimology, deception, eyewitness testimony, jury selection, and jury decision making are examined. Mental illness and psychopathy within the legal system are also explored. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher).

PSY 360  Abnormal Psychology 4 credits
An introduction to the study of abnormal psychology. The course covers a wide range of behaviors that are distressing to a person or society or which are otherwise identified as abnormal. A comprehensive review of the etiologies of psychological disorders, discussion of available treatments and a focus on the effects that mental illness has on the individual, the family system, and society are included. Current controversies in the field are identified. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher).

PSY 370  Introduction to Personality Theories 4 credits
This course introduces the student to a variety of classic and contemporary theories of personality. Issues in personality measurement and assessment techniques will also be presented and discussed. (Prerequisite: PSY 101; Strongly recommended sophomore standing or higher).

PSY 380  Research Methods with Statistical Applications 4 credits
This course covers the comprehensive scope of best-practice research methods and statistical analysis techniques used in psychological research. Students will gain experience with different research methods and hypothesis testing as well as become proficient in writing within the realm of psychological research. An in-depth review of descriptive and inferential statistical analyses techniques applied within psychological research will also be conducted. (Prerequisites: PSY 101; Strongly recommended sophomore standing or higher).

PSY 425  Health Psychology 4 credits
In this overview of health psychology, students will learn about the major theories of health psychology and its role in the field of psychology. The course will include study of the biopsychosocial model of health, the interaction of physical and psychological factors, health-promoting and health-compromising behaviors, lifestyle choices and their impact on health and well-being, the role of health beliefs, importance of coping with stress, and the application of health psychology principles in the treatment of illness and promotion of health. (Prerequisite: PSY 101; Strongly recommend junior standing of higher).

PSY 451  Social Psychology 4 credits
Students examine how the individual’s personality, behavior and attitudes are shaped through interaction with others. The course deals with such issues as conformity, persuasion, aggression, altruism, and attraction. Individual behavior is understood in light of symbolic communication and the social construction of the self. (Prerequisite: SOC 152 or PSY 101; Strongly recommend junior standing of higher).

PSY 488  Independent Study 1-4 credits
With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: PSY 101).

PSY 490  Seminar on Psychological Topics 4 credits
This course offers in-depth analysis of a selected topic in psychology such as intelligence, creativity, brain chemistry, cross-cultural psychology, group counseling and processes, advanced counseling, history and systems of psychology, psychology of religion, psychology of gender, forensic psychology, psychological testing, behavior modification, cognitive psychology and biofeedback in a seminar setting. Content determined by the needs of students and interest of psychology faculty. (Prerequisite: PSY 101; Strongly recommend junior standing of higher).

PSY 496  Psychology Research Practicum 4 credits
This course is designed for advanced psychology students who would like to broaden their knowledge of best-practice research methods and techniques. Through individual faculty mentoring, students will complete research projects and prepare them for presentation and/or publication. (Prerequisites: PSY 101 and PSY 380).

PSY 497  Psychology Research Practicum 4 credits
This course is designed for advanced psychology students who would like to broaden their knowledge of best-practice research methods and techniques. Through individual faculty mentoring, students will complete research projects and prepare them for presentation and/or publication. (Prerequisites: PSY 101, PSY 380 and PSY 496).

PSY 498  Psychology Internship 1-8 credits
This internship provides the student with an in-depth field experience in a work setting that provides services which are psychological in nature. The student will learn to apply psychological theories and principles to the internship experience via coursework that is conducted in conjunction with the internship. The student will independently select an appropriate internship site which meets the needs and vocational interests of the student. (Prerequisite: PSY 101 and Junior Standing or Higher).
Pulmonary Science (PUL)

PUL 220 Epidemiological Foundations 4 credits
This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work.

PUL 301 Principles of Healthcare Systems 4 credits
The objective of this course is to provide the students with a basic understanding of the healthcare system. As the participants progress through the course they will build their healthcare vocabulary, strengthen their understanding of healthcare concepts and have the opportunity to experience healthcare decision making through the evaluation of case scenarios.

PUL 322 Compliance and Regulatory Requirements 4 credits
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

PUL 329 Advances in Pharmacology in Critical Care Medicine 4 credits
This course is designed to help broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice in today's health care environment.

PUL 330 Multi-Specialties in Respiratory Therapy 4 credits
This course outlines the diverse disciplines in the Respiratory Therapy profession ranging from acute care to chronic management. It gives Respiratory Therapists the opportunity to develop more understanding of professional diversification of other specialties in their field, including Sleep Medicine, neo-Peds, Specialization, Flight Medicine, Home Care, and others. This seven week extensive course will identify the needs, demand and unique requirements for each specific specialization. Respiratory Studies will be implemented based on current guidelines, practices and procedures of accredited professional standards in Respiratory Care.

PUL 331 Advancement in Critical Care Monitoring 4 credits
This course focuses on the advanced medical and respiratory care needed for the critically ill adult patients. Among the topics covered are cardiopulmonary assessment of trauma, postsurgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.

PUL 332 Advanced Cardiopulmonary Sciences 4 credits
This course provides students with techniques and methods used to analyze and evaluate the health status of critically ill patients. This course has an emphasis on the respiratory, cardiovascular and renal systems and is beneficial for students who work within a critical care facility.

Radiologic Sci Leadership (RAD)

RAD 222 Pathological Foundations 4 credits
This course is designed to provide students with a historical background in pathological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of pathological investigations. By applying knowledge from a range of disciplines, pathologists are able to more adequately study disease, wellness, and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in pathological course work. Also includes the study of cell response to radiation and chemotherapy.

RAD 250 Leadership Communication 4 credits
This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.

RAD 300 Strategic Leadership of Resources, People, and Teams 4 credits
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization’s direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.
RAD 310 Writing for Healthcare Professionals 4 credits
Healthcare professionals at all levels must demonstrate professionalism as strong communicators not only verbally, but as writers as well. This course will lay the ground work of writing expectations in the program and serve to remediate as needed.

RAD 322 Compliance and Regulatory Requirements 4 credits
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

RAD 330 Communication Strategies for Conflict Management 4 credits
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

RAD 350 Healthcare Diversity and Global Issues 4 credits
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

RAD 400 Organization Development for HR Professionals 4 credits
This course will help HR leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex organizational environment is driving the need for continuous change. Moreover, students will develop skills in planning for change, communicating change, and holding individuals accountable for results. Students will also demonstrate an understanding of how change impacts individual performance.

RAD 435 Ethics and Decision Making in Health Care Environments 4 credits
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

RAD 440 Legal Environment for Healthcare Managers 4 credits
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

RAD 490 Senior Seminar 4 credits
The students will engage in a literature survey of research in the instructor’s area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Students learn professional presentation skills and combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation.

Religion (RLG)

RLG 415 Biblical Christianity for Thoughtful People 4 credits
Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

Religion and Theology (THL)

THL 100 The Biblical Heritage of Christianity 4 credits
An investigation of the sacred literature and basic theological expressions of the Christian tradition. The course emphasizes the covenant dealings of God with His people and the completion of the old covenant in God’s new covenant in Jesus Christ. Students will read selected portions from each major division of the Old and New Testaments and will explore themes taken up by the ecumenical creeds. This course fulfills the introductory general education requirement for Theology and counts toward the minor in Religion. (THL 100 is not open to students enrolled in or having taken THL 200 or THL 206)

THL 200 Scripture and its interpretation: A Global Introduction to the Bible 3 credits
Concisely introduces the Old and New Testaments and related topics and examines a variety of historical and contemporary interpretative approaches, including Lutheran perspectives from African, African-American, Asian, and Hispanic communities. (THL 200 is not open to students enrolled in or who have taken THL 100 or THL 206).

THL 201 Old Testament 3 credits
An introduction to the historical context and literature of the Old Testament. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the narratives of the Pentateuch and the Former Prophets. The course also examines the nature of prophecy and the psalm and wisdom resources in the Prophets and Writings.
THL 206  **New Testament 3 credits**
An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity and grow in their ability to read texts of the Bible in their historical and literary contexts.

THL 218  **The Land of the Bible 1 credit**
This course is a study tour which combines travel with lectures and readings to provide students with a rich, on-site learning experience. Students will spend at least ten days in Israel visiting sites throughout the country that formed the stage on which so many biblical events were played out. The travel portion will move region-by-region, spending time in the Galilee, the Dead Sea area, and Jerusalem. In each area students will learn about its geography and archaeology, exploring how the features of each area shaped the history of its people. Attention will also be given to the imagery and symbolism connected with each region in both the Old and New Testaments. [Please be aware that this course is physically demanding. It will involve significant amounts of walking/hiking at times in quite rugged environments.] (Prerequisite: THL 100, THL 200, or THL 206)

THL 219  **Principles of Biblical Interpretation 3 credits**
As an introduction to principles and methods of Biblical interpretation as employed by Lutharians with a high view of the Scriptures, students will focus on learning and practicing methodological models for studying and interpreting Biblical literature. Special attention will be given to the study of the historical/cultural context and literary nature of the inspired text. Prerequisites: THL 201 and THL 206.

THL 241  **Church History 3 credits**
A panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church's institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural back drop.

THL 270  **Our Living Faith 3 credits**
A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification; with an exploration of the biblical basis, the conceptual framework and the contemporary significance of the historic doctrines of the church.

THL 310  **Archaeology and the Bible 4 credits**
Archaeology has become an indispensable source for the reconstruction of past cultures and therefore is of direct importance for Biblical studies. The course aims at giving students insight into the material culture of societies in the ancient Levant from the Bronze and Iron ages down to the material context of Early Christianity in the Roman and Byzantine periods. Students will be introduced to basic methods of archaeological work and to important archaeological regions, periods and types of material culture relevant to the world of the Bible and Christianity. Students will use archaeological data to reconstruct contexts for biblical texts. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 316  **The Death of Jesus 4 credits**
This course examines the accounts of the death and burial of Jesus in their historical, archaeological, literary, and theological contexts. Topics include: the editorial emphases of the gospel writers; implications of the death of Jesus in early Christian writers, especially noting their assertions that he was rose from the dead; Roman and Jewish judicial procedures; crucifixion and burial in the ancient world. In addition, the course explores the remembering and interpretation of the death of Jesus in a range of artistic, media, cultural, and religious expressions through the centuries.

THL 317  **Old Testament Prophets Today 4 credits**
Old Testament prophets speak the Word of the Lord into complex twenty-first century problems. This course examines what God says through them about government policies, the accumulation of wealth, poverty, global warming, racism and surviving national disasters. After a thorough study of the book of Amos (Israel's first spokesman to compose a book), the course will concentrate on Israel's most famous prophet—Isaiah. The section on Jeremiah will investigate how to endure disasters, while a focus on the post-exilic prophet Zechariah will give students a sense of how Israel's prophetic movement changed over several centuries. (Prerequisites: THL 100 or THL 200 or THL 206).

THL 320  **Christianity and the Global South 3 credits**
This course will trace the global expansion of Christianity from its beginnings to the present era. Emphasis will be paid to the theological and cultural dimensions of the worldwide Christian movement as it developed and spread throughout history. The course will also investigate varieties of Lutheran traditions in African, which are currently the fastest growing Lutheran churches in the world. (Prerequisite THL 100 or THL 200 or THL 206)

THL 325  **Christian Ethics 4 credits**
In this course, students will examine the ways in which both philosophical and theological frameworks change how we live our individual lives and shape the future of our families, friendships, sports teams, businesses, and political societies. In particular, the course invites students to relate these frameworks to their own thinking about sex and family, war and peace, work and the use of its financial fruits—and more generally, to the moral and political action to which they believe they are called in this life. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206 or THL 215)

THL 336  **The Problem of Evil 4 credits**
The problem of evil has led human beings to ask difficult questions about God. If God is both all-powerful and completely good (as many religious traditions claim), then why does God allow evil? Or, does evil demonstrate that in fact, there is no God? In this course, students will grapple with classic philosophical, Christian, and other religious approaches to these questions. They also will examine how these different approaches lead to different practical responses to evil in our personal lives and in our public life together. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206 or THL 215)

THL 342  **Athens and Jerusalem: Philosophy and Christianity 4 credits**
A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)

THL 344  **Martin Luther: Saint & Sinner 4 credits**
This course examines the life and theology of the Martin Luther, instigator of the Protestant Reformation in the 16th century. A prolific writer and bold thinker, Luther appears today on many top ten lists of most influential people in the last millennium. By studying Luther in his medieval context and by reviewing the influence of his thought since the 16th century, the course will explore the relevance of his theology for the 21st century. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206)
THL 345 Callings: Christianity and Vocation 3 credits
Challenges students to explore their purpose and/or baptismal call through elements of Christian theology and exemplars from the history of Christianity. Students will explore the concept of Christian vocation from historical and theological perspectives with special emphasis given to Martin Luther's doctrine of vocation in relation to service of one's neighbor. Students are challenged to think in new and creative ways about pursuing their passions and dreams for the good of others. This course fulfills the intermediate general education requirement. (Prerequisites: THL 100 or THL 200 or THL 206).

THL 352 Is God Green? 4 credits
Drawing on the resources of Christianity and other religions, this course examines issues of ecology, sustainability and human health (broadly conceived). Students will explore the significance of Biblical themes of creation and new creation as they consider 21st century ethical choices for the care of the cosmos and the human community. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 353 Christianity and World Religions 4 credits
From a Christian perspective, this course explores the varieties of human religious beliefs. Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. The course will cover Animism, Buddhism, Hinduism, Judaism, Islam, and Christianity, with special attention in the latter case devoted to the Christian denominations of North America. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 100 or THL 200 or THL 206).

THL 354 Christian-Muslim Relations 4 credits
This course offers a comprehensive study of the dynamics of relations between Christianity and Islam with sensitivity to the character of the Christian-Muslim encounter. It places the emphasis on the historical context within which perceptions and attitudes were worked out and provides a depth of historical insight to the complexities of current Christian-Muslim interactions on different continents. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 100 or THL 200 or THL 206).

THL 355 Understanding World Religions for Healthcare Professionals 1 credit
This course will examine the interconnectedness of religion, spirituality, and population health. Students will learn a variety of religious perspectives associated with the major religions in the U.S. and the world and will discuss ways for implementing quality care for religiously diverse patients. (Prerequisites: THL 200 and NUR 380).

THL 356 One Nation under God? Christianity and Politics in America 4 credits
The claim that the United States is a Christian nation will be examined from the Puritan settlers through the rise of the religious right in the late twentieth century, with particular emphasis on the notion of covenant and the influence of Christian leaders in various reform movements (abolitionist, temperance, women's suffrage, civil rights). The question of "one nation under God" will be tested against the Lutheran doctrine of the two kingdoms. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 357 Christianity and the Media in Contemporary Culture 4 credits
Christianity has an unmistakable interplay with various forms of the media. This course explores subtle and overt Christian themes in movies, music, magazines/newspapers, theater, the World Wide Web, and television. Students locate, watch, and critically analyze numerous media resources and discuss them in correlation to Christian themes in the Bible. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 359 Theology and Art 4 credits
A study of representative samples of written texts, art, architecture, and worship life in order to understand the relationship among intellectual pursuits, artistic developments, political/societal changes, and the spiritual life of Christians. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 371 Mission of God 4 credits
This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discloses that intent in biblical narratives and texts and in Lutheran theology and Lutheran confessions. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 377 Faith and Justice in the City 4 credits
Students will apply the Christian scriptures and Lutheran theology to today's multicultural, global, urban context with close attention to the Christian concepts of vocation, justice, and service toward one's neighbor. Through thoughtful evaluation of theology, philosophy, and the humanities, students will evaluate Christian ethics and habits for living in today's global society as thoughtful men and women of faith and conviction. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 200 or THL 206).

THL 378 Christian Vocation and Ethics for Healthcare Professionals 1 credit
This course will examine Christian perspectives on vocation, service, and ethics. Throughout the course, students will apply critical thinking skills to their evaluation and application of religious and ethical perspectives within the context of population health. In providing opportunities for students to closely study the Christian scriptures and theology, this course will empower students in their life, career, and service to the world. (Prerequisites: THL 200 and NUR 380).

THL 431 Lutheran Doctrine I 3 credits
A study of the content and effective application of the Christian understanding of doctrine itself, God, creation, theological anthropology, and the person and work of Christ, with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of Law and Gospel. (Prerequisites: THL 201 and THL 206).

THL 432 Lutheran Doctrine II 3 credits
A study of the content and effective application of the Christian understanding of the person and work of the Holy Spirit, sanctification, the means of grace, the Christian church, public ministry, and eschatology with an exploration of the biblical basis, conceptual framework, and the contemporary significance of the historic doctrine of the Lutheran church. Particular attention will be given to the contributions of C.F.W. Walther to the Lutheran understanding of church and ministry. Prerequisite: THL 431.
Carried out.

Scientific method and give you exposure to how scientific research is conducted.

Course includes a lab, which will help you to learn the theory behind the scientific method and experimental work.

Find reliable sources of information, and to make educated decisions based on evidence, and the identification of effective corrective and preventative actions (CAPA). (Prerequisite: SCI 250).

SCI 310 Life, Earth, Space, and Physical Science for Educators 4 credits

In this course, students actively explore concepts and skills taught in the K-6 classroom including life, earth, space, and physical science. The planned explorations will be structured to simultaneously expose students to activities and approaches that are appropriate for the elementary classroom while also understanding the process of scientific inquiry and knowledge acquisition.
SCI 435 Research and Techniques 4 credits
This course provides the students with an opportunity to master a number of research techniques through participation in a collaborative research project. Significant time will be spent reading and analyzing scientific literature related to the research project. Emphasis may be given to molecular biology, cell and bacterial culture, or HP-LC mass spectrometry. This course is intended for students with little to no research experience. Students will meet during regularly scheduled class time to learn techniques and design experiments. Time will be required outside of class to carry out and maintain experiments. (Prerequisites: BIO 130 and CHE 115)

SCI 436 Advanced Research & Techniques 4 credits
This course provides the students with an opportunity to master a number of research techniques through participation in a collaborative research project. Significant time will be spent reading and analyzing scientific literature related to the research project. This course is intended for students that have taken SCI 435 and are interested in pursuing advanced research opportunities. Time will be required outside of class to carry out and maintain experiments. (Pre-requisite: SCI 435)

SCI 450 Literature Review of Special Topics 2 credits
The topic for this course will vary each semester from a wide range of current scientific research. Students will read background material, participate in discussions and complete writing assignments. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115)

SCI 453 Science Senior Capstone 2 credits
This course is a required course for all majors within the Science department and should be taken within two semesters of graduation. This course will focus on key skills required of science graduates: communication, scientific writing, analysis of primary literature, and an ability to describe the research skills gained during laboratory experiences. Part of this course will also emphasize career preparation, focusing on the transition from college to a graduate program or job. (Prerequisite: Minimum grade of C- in BIO 120 and CHE 115)

SCI 455 Research in Science 4 credits
This course offers the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. (Prerequisite: Minimum grade of C- in BIO 120 and instructor approval)

SCI 456 Advanced Research in Science 1-4 credits
This course offers the opportunity to do original research in science under the direction of university faculty. When applicable, the research will result in a presentation at a research symposium. This advanced course is intended for students with prior research experience. (Prerequisite: Minimum grade of C- in SCI 455 and instructor approval)

SCI 457 Study Abroad 1-4 credits
International travel course that supports students’ program learning with first-hand experience.

SCI 499 Senior Outcomes 0 credits

Science (SCIX)

SCIX 500 Chemists in the Making: Fostering Inquiry with Science Notebooks 3 credits
"Scientific inquiry in chemistry asks students to answer real world problems like How does nail polish remover work?" and "Why is cooking an art, but baking a science?" Through this process, students learn to conduct investigations and collect evidence from various sources to answer their questions. In this course, teachers will learn how to use science notebooks modeled after the notebooks scientists use during inquiry-based chemistry investigations to satisfy students’ natural curiosity. Science notebooks help students develop, practice, and refine their understanding in chemistry, while also improving their reading, writing, math, listening, and speaking skills. By the end of the course, teachers will learn how to use science notebooks and inquiry to foster a shift from a teacher-centered to a student-centered approach in chemistry; restructure current lessons and experiments as inquiry-based investigations; align chemistry instruction to the Next Generation Science Standards and the Common Core State Standards; foster twenty-first century skills, including collaboration, creativity, communication, and critical thinking; actively engage students in learning and problem-solving; and support diverse learners with authentic, inquiry-based chemistry instruction. This course is offered through Advancement Courses.

SCIX 501 Crafting Engaging Elementary Science Instruction with Stories 3 credits
When students engage in scientific inquiry, they pose questions and seek answers about the world around them. Scientific inquiry satisfies students’ natural curiosity while building their understanding of science concepts. When coupled with captivating picture books and stories, it can also enhance literacy skills, interest in science, and engagement in authentic learning experiences that connect to problem solving in the real world. In this course, you will learn practical methods for using children’s literature, reinforced with hands-on, inquiry-based investigations, to build scientific literacy. You will gather resources that you can use to engage students in lessons they will both love and remember. You’ll be able to integrate science and reading, using children’s literature to guide inquiry in a manner that motivates and excites students, supports science comprehension, and creates a lifelong interest in science. Using the strategies and resources from this course, you’ll be able to grow both your students’ reading comprehension and their ability to pursue scientific inquiry through engaging, student-centered lessons that you will all enjoy. This course is offered through Advancement Courses.
SCIX 502  Effective Teaching and Learning with Scientific Inquiry, Grades 3-8 3 credits
Too often, students struggle to think critically, ask thoughtful questions, and analyze text. Teaching through inquiry is an effective way to address these issues while improving engagement and long-term retention. But what does inquiry look like? How do you and your students use it successfully, and how does a traditional science classroom evolve into an inquiry-based classroom? Inquiry enhances scientific literacy by engaging students in logical, scientific rationale and argumentation. Both the Next Generation Science Standards (NGSS) and science, technology, engineering, and mathematics (STEM) efforts emphasize the importance of inquiry in science education. In this course, you will learn how to transform activities and experiments into inquiry-based investigations regardless of what subject you teach. Because assessment is essential for any educational framework, you’ll also build inquiry-based tools for pre-assessments, formative assessments, and summative assessments. In addition, you will create strategies for a developmentally appropriate, step-by-step approach for using all levels of scientific inquiry and argumentation. Using the techniques from this course, you will be able to transform your classroom into an inquiry-based environment that supports students and inspires them to become self-directed learners. This course is offered through Advancement Courses.

SCIX 503  Effective Teaching and Learning with Scientific Inquiry, Grades 9-12 3 credits
Too often, students struggle to think critically, ask thoughtful questions, and analyze text. Teaching through inquiry is an effective way to address these issues while improving engagement and long-term retention. But what does inquiry look like? How do you and your students use it successfully, and how does a traditional science classroom evolve into an inquiry-based classroom? Inquiry enhances scientific literacy by engaging students in logical, scientific rationale and argumentation. Both the Next Generation Science Standards (NGSS) and science, technology, engineering, and mathematics (STEM) efforts emphasize the importance of inquiry in science education. In this course, you will learn how to transform activities and experiments into inquiry-based investigations regardless of what subject you teach. Because assessment is essential for any educational framework, you’ll also build inquiry-based tools for pre-assessments, formative assessments, and summative assessments. In addition, you will create strategies for a developmentally appropriate, step-by-step approach for using all levels of scientific inquiry and argumentation. Using the techniques from this course, you will be able to transform your classroom into an inquiry-based environment that supports students and inspires them to become self-directed learners. This course is offered through Advancement Courses.

SCIX 504  Engaging Students in the Study of Genetics 3 credits
An understanding of genetics and heredity is essential for 21st-century scientific literacy. Students must have a fundamental understanding of genetics to be able to assess new technologies and their ethical implications, such as research on cancer and genetic diseases, genome definition, transgenic and genetically modified organisms, and cloning. Genetics also provides an excellent opportunity to bring current scientific research and debate into the classroom. Whether you are brand new to the study of genetics or are looking for fresh teaching ideas, this course will prepare you to teach genetics at any grade level. You’ll develop concrete methods and content to engage students in understanding and applying principles of genetics, enhancing their scientific literacy, and critically evaluating bioethical issues. In addition, you’ll be able to help your students analyze the rapidly changing developments in the world of genetics and their potential impact on society. Using the techniques from this course, you’ll be equipped to instill your students with the scientific literacy they need to engage in cutting-edge research and debates in the field of genetics. This course is offered through Advancement Courses.

SCIX 505  Integrating Engineering Design With Middle Age High School Science Instruction 3 credits
Effective science instruction that integrates engineering principles teaches students to solve complex problems and contextualizes science within real-world settings, fostering critical-thinking skills. As such, the Next Generation Science Standards (NGSS), the most recent educational science standards, emphasize the importance of integrating a basic knowledge of engineering and the engineering design process in science education. They also include engineering as one of the core science disciplines and offer educators the flexibility of designing authentic learning experiences that engage students’ interests and prepare them for college, careers, and beyond. This course provides middle- and high-school science teachers with practical steps for introducing engineering and the engineering design process to engross students in learning science. The course includes strategies for planning, delivering, and assessing engineering-infused lessons that engage diverse learners in science content while teaching them 21st-century skills such as communication and collaboration. Additionally, the course includes ready-made activities that are designed using the Biological Sciences Curriculum Study (BSCS) 5E Instructional Model, a planned sequence of instruction consisting of five student-centered phases (engage, explore, elaborate, and evaluate), each of which helps students construct meaning in science. By the end of the course teachers will be able to integrate engineering with science instruction in a way that cultivates problem-solving skills and promotes scientific inquiry. This course is offered through Advancement Courses.
SCIX 507  Nature Education and Environmental Literacy 3 credits
Children today are increasingly indoors, overscheduled, and tied to technology, and many schools have had to cut back on nature education programs in favor of instruction tied to standardized tests. Consequently, fewer students are pursuing careers in environmental science and conservation. However, research has found that when nature education is supported by well-informed, engaged teachers, children develop an “environmental literacy” that greatly benefits them emotionally, creatively, cognitively, and academically. In this course, you will develop practical, actionable strategies to connect students with environmental science, and (c) establishing disciplinary core ideas that support students’ acquisition of new knowledge. In this course, you will take an in-depth look at the framework, including the learning progressions that track how science learning occurs at increasingly sophisticated levels as students get older. You will learn practical strategies for translating the NGSS to classroom practices that engage students in authentic learning, and encourage all students to succeed in science. By the end of the course, you will be able to make the shift to planning and teaching using the NGSS to improve student success in science. This course is offered through Advancement Courses.

SCIX 508  Next Generation Science Standards: A New Framework for Authentic Science Instruction 3 credits
The Next Generation Science Standards (NGSS) are a new set of science educational standards that address needs in K–12 science education, based on A Framework for K–12 Science Education (National Research Council, 2012). The NGSSs are aimed at improving science learning and engagement in the 21st century by (a) incorporating authentic science and engineering practices, (b) identifying crosscutting concepts that are fundamental to connecting knowledge across science and engineering, and (c) establishing disciplinary core ideas that support students’ acquisition of new knowledge. In this course, you will take an in-depth look at the framework, including the learning progressions that track how science learning occurs at increasingly sophisticated levels as students get older. You will learn practical strategies for translating the NGSS to classroom practices that engage students in authentic learning, and inspire all students to succeed in science. By the end of the course, you will be able to make the shift to planning and teaching using the NGSS to improve student success in science. This course is offered through Advancement Courses.

SCIX 510  Teaching Environmental Science 3 credits
Environmental science is a hot topic on the national and international stage. Because of the political, economic, and ethical concerns surrounding the subject, teaching environmental science is no longer a simple matter of examining environmental processes. Rather, it is a complex interweaving of current events, the study of ecosystems, and the application of the scientific method. In this course, you will develop tools and strategies for teaching current environmental thought; physical, chemical, and biological principles related to environmental science; environmental economics and ethics; and current environmental problems. Using Vygotsky’s Theory of Instruction and Development, you will examine how to nurture active learning and help students become critical consumers of information in the field of environmental science. By teaching students to interpret data using the scientific method, you’ll foster their development of evidence-based reasoning skills and prepare them to sort through misconceptions and new concepts in the field. Using the methods from this course, you’ll be able to produce students who are critical, unbiased scientific thinkers who can engage with environmental issues with a global view in mind. This course is offered through Advancement Courses.

SCIX 511  Teaching Science to Elementary Students 3 credits
According to the National Science Teachers Association (NSTA), learning science is vital for helping students “develop problem-solving skills that empower them to participate in an increasingly scientific and technological world.” It is our job as educators to provide students with highly engaging, rigorous, and authentic learning experiences that help them to develop these crucial skills. In this course, you will explore resources and techniques for teaching science to elementary students in accordance with the Next Generation Science Standards (NGSS). You’ll develop strategies for creating high-quality, captivating, and challenging science lessons for elementary students, including hands-on learning experiences, inquiry-based learning, and research assignments. In addition, you’ll cultivate techniques for creating a classroom environment conducive to learning science and differentiating your instruction to meet your students’ various learning needs and styles. Finally, you will learn how to plan cross-curricular lessons and units that integrate science into literacy instruction. With the knowledge and skills from this course, you will be equipped to teach science to elementary students in a way that engages and sticks with them far beyond your classroom. This course is offered through Advancement Courses.

SCIX 512  Teaching Scientific Argumentation and Critical Thinking 3 credits
Both the Common Core and Next Generation Science Standards emphasize the importance of argumentation in science education. That’s because argumentation requires students to generate and justify claims based on evidence, which leads to deeper understanding and more critical consumption of information. Using case studies and argumentation to engage students in thoughtful reasoning and debate is an effective way to teach not only academic content, but also process skills and critical thinking—all while allowing students to make connections between the classroom and everyday life. In this course, you’ll learn how to use case studies to engage students in science content while improving their critical-thinking skills. You’ll review numerous examples of case studies that address a variety of science learning objectives and choose ones that you can integrate into your own instruction. In addition, you’ll cultivate several strategies for scaffolding argumentation in the classroom and developing questioning techniques that will motivate students and enhance learning. Finally, you’ll gain tools for evaluating student work using this educational framework. By the end of the course, you will be able to incorporate case studies and argumentation into science instruction in a way that teaches critical thinking and deepens scientific understanding. This course is offered through Advancement Courses.
SCIX 513  Teaching Tough Topics in Biology 3 credits
Many students struggle to learn core concepts in biology, including proteins and genes, cellular respiration, and ecosystem stability. Because new discoveries are being made all the time, biology teachers have to constantly familiarize themselves with new concepts and figure out how to effectively teach these ideas to their students. In addition, many states are adopting the Next Generation Science Standards (NGSS), which are aimed at improving science learning and engagement in the 21st century. These new standards offer an opportunity to improve science instruction, but with that opportunity comes the challenge of planning and implementing NGSS-aligned lessons. In this course, you will learn practical, research-based methods for teaching biology concepts that traditionally have been hard to teach. You will engage in an instructional framework that you can use to plan and implement effective biology units, and learn how to select instructional strategies that support student understanding of fundamental biology concepts. With the techniques and strategies you learn in this course, you will be able to confidently teach your students about the ever-evolving field of biology while adhering to cutting-edge educational standards. This course is offered through Advancement Courses.

SCIX 514  Understanding Our Universe: An Introduction to Astronomy 3 credits
With so much going on in our world, it can sometimes be challenging to get students to look away from their screens and up toward the stars. Whether students realize it or not, the workings of the universe impact their lives every day, and with the right teaching strategies, you can make these works come alive for your students. In this course, you will review foundational principles of astronomy, including the nature of our solar system and beyond. You will cultivate a variety of tools for creating engaging astronomy lessons on topics such as the celestial sphere, astronomical observation techniques, planets and moons, asteroids and comets, the lives and evolutions of stars, pulsars, black holes, galaxies, and dark matter. In addition, you’ll develop strategies for showing students how astronomical events connect to phenomena in the real world, thus making the subject matter more authentic and relevant to them. Armed with the techniques and knowledge from this course, you’ll be ready to introduce the study of astronomy to students in an authentic, engaging way that they’ll remember well beyond the school year. This course is offered through Advancement Courses.

SCIX 515  Climate Change: Engaging Students in a Global Conversation 3 credits
According to a recent statement from the United Nations, climate change is the defining issue of our time. With catastrophic flooding, droughts threatening our food supply, and temperatures on the rise, change is happening quickly, and the prospect of talking to students about it can feel daunting. Many teachers do not understand climate change well themselves, and those who do sometimes fear that teaching students about climate change may cause them anxiety and stress. In this course, you will learn strategies for teaching students about climate change in a way that is hopeful and inspiring. When students have a well-rounded picture of climate change, they will be empowered to discuss possible solutions, ideas for future mitigation, and personal accountability. Integrating science and solutions equips students to move forward as leaders of the next generation who can address climate change in a positive and productive manner. By the end of this course, you will be able to integrate hopeful and positive lessons on climate change into your curriculum to prepare your students for one of the most pressing challenges of our time.

SCIX 516  Fostering Active Learning in Chemistry 3 credits
Many students struggle to learn core concepts in chemistry, and teaching chemistry can be equally challenging at times. New discoveries are being made all the time, and chemistry teachers have to constantly familiarize themselves with new concepts and figure out how to effectively teach them to students. That’s why the American Chemical Society created guidelines and recommendations for teaching the four big ideas that all high school chemistry classes should explore. In this course, you will learn how to implement the 5E model of science instruction to introduce students to the big ideas in chemistry that have traditionally been hard to teach. Using the 5E model will help you create lesson plans that are inquiry-based and engaging for students. With the 5E model in place, you can build hands-on activities to help your students reach beyond memorizing content and start thinking critically and scientifically. You will also learn how to make sure that your teaching aligns with NGSS standards for chemistry. Using the strategies from this course, you will be able to confidently teach your students about the ever-evolving field of chemistry with a focus on the American Chemical Society’s four big ideas that all students should know.

Social Studies (SSTX)

SSTX 501  America During the Thirties: The Great Depression, Dust Bowl, and The New Deal 3 credits
The economic crash of the late 2000s caused a renewed interest in the events and conditions of 1930s America. What was the Great Depression like, and how did Americans cope with it? How did the Dust Bowl exacerbate the economic woes of the time, and did the New Deal actually help in the way the federal government intended? In this course, you will examine the answers to these questions and more, and receive practical tools to help teach your students about this unique time in American history. You’ll analyze and determine the causes of the 1929 Stock Market Crash, how Americans coped with the Great Depression, the hardships people experienced during the Dust Bowl, and the recovery efforts of the New Deal. In addition, you will create an artifact that you can start using in your classroom immediately to help students understand the impact of these events in America’s history. With the knowledge and resources you gain from this course, you will be able to help make the events of this decade come alive for your students so they can better understand pre-World War II America. This course is offered through Advancement Course.

SSTX 502  America’s Wars: From the Civil War to Vietnam 3 credits
The United States, a nation founded by war, has started, supported, avoided, and ended many wars throughout history. However, despite the incredible personal and national upheaval that war causes, students often consider learning the causes and details of war to be dull and unwieldy. In this course, you will create specific strategies for teaching about the Civil War, World War I, World War II, and the Vietnam War, including the major causes and events, the key players, and how each war served as a turning point in American history and policy. You will help students examine these events from a variety of perspectives, using techniques such as debate, critical discussion, and examining lesser studied issues such as antiwar efforts. These activities will not only deepen students’ critical-thinking and perspective-taking skills, but also encourage them to engage in the topics beyond basic facts. Using the knowledge and techniques from this course, you will be able to teach about America’s wars in a high-interest, interactive, and engaging way that goes well beyond memorizing battle dates and political speeches. This course is offered through Advancement Course.
SSTX 503  Ancient Greece 3 credits
Between approximately 600 and 400 B.C., the world saw the rise, golden age, and fall of one of the greatest societies in history: ancient Greece. The ancient Greeks made tremendous lasting contributions in the fields of politics, philosophy, art, architecture, sport, theater, science, and math. Their way of life served as an important foundation for all of Western civilization. In this course, you will examine the culture of ancient Greece so that you can make historical information meaningful and relevant to students. You’ll cultivate concrete strategies for demonstrating the lasting impact of ancient Greece on the modern world through engaging classroom activities that bring the past to life. In addition, you’ll explore resources you can use to teach the best of ancient Greek culture, including its mythology, innovations, architecture, and philosophy. Using the knowledge and techniques from this course, you’ll be able to help students see the amazing contributions and advancements of ancient Greece in the context of their own time and how they still impact our culture today. This course is offered through Advancement Courses.

SSTX 504  Ancient Rome: Rise of an Empire 3 credits
Ancient Rome—considered by many to match only Ancient Greece in terms of historical contributions to politics, warfare, and culture—is one of the most fascinating and paradoxical cultures in history. The struggle to balance freedom and representative government with conquest and autocratic rule shaped this culture for nearly 1,000 years. The ancient Romans also made significant contributions to engineering, mathematics, architecture, philosophy, and language that are still with us today. In this course, you will learn about the mythological foundations of Rome, through the shift to republican rule, and finally, to the rise of the mighty Roman Empire. By learning about the lives of Julius Caesar, Emperor Augustus, Roman soldiers, and average citizens, you will gain robust classroom strategies for bringing ancient Roman history to life. You’ll be able to show students what daily life was like in Rome for different socioeconomic groups and how Roman civilization spread through military conquest, advances in architecture and engineering, and cultural practices and traditions. Using the resources and techniques from this course, you will be able to teach your students not only about this essential part of Western history, but also how its legacy still impacts political and cultural traditions in our society today. This course is offered through Advancement Courses.

SSTX 505  Civics and Government 3 credits
The United States has the longest-running democracy in the modern world, but many people in our nation are abrogating their rights and responsibilities through a lack of knowledge of and involvement in our democracy. As educators, we are a primary resource to guide the next generation in understanding both the content and the active practices that citizens need to know to maintain our nation as a republic and a democracy. In this course, you will develop strategies for engaging grade 6–12 students in civics and democratic practices. You’ll learn techniques for teaching essential standards such as the purpose and nature of government, how to read our founding documents, the interplay between the three branches of government, how our election system works, and how to express beliefs and differences in a productive manner. In addition, you’ll explore a myriad of resources you can start using in your classroom today to encourage your students to engage in civic processes. Using the resources and methods from this course, you will be able to guide your students to become knowledgeable, contributing members of our country who work to preserve our freedoms for the next generation. This course is offered through Advancement Courses.

SSTX 506  Endangered Species and Mass Extinction Events 3 credits
Over the course of history, Earth has experienced five mass extinction events (MEEs), which have wiped out a total of 96% of all species through natural disasters such as meteors, volcanoes, and ice ages. Earth is now in the middle of a sixth mass extinction—this one caused by human actions. Through the destruction of habitats for industrial and commercial use, illegal poaching, pollution, and the shrinking of fresh water supplies, humans have greatly impacted the environment and placed major stressors on species all over the planet. In this course, you will gain strategies for teaching students about how Earth supports an interconnected web of living things, in which every species relies on others to keep the natural world in balance. You’ll examine how animal species become endangered or extinct, the negative ripple effects of extinctions on Earth’s habitats, and the crucial importance of reversing this trend. In addition, you’ll learn about the contributions of major scientists to our understanding of MEEs, including Georges Cuvier, Charles Lyell, and Charles Darwin. Finally, you’ll explore the interconnectivity of ecological systems, how plant and animal groups become endangered or extinct, and how humans accelerate this phenomenon. Using the resources and strategies from this course, you will be equipped to teach students the benefits of protecting Earth’s habitats and species, and provide opportunities to work toward conservation. This course is offered through Advancement Courses.

SSTX 508  History of Slavery in America: 1600s-1800s 3 credits
Slavery is inexorably entwined with the history of American economics, politics, culture, and race relations. For students to fully understand America in the past and today, they must grapple with the institution and practices of slavery, how and why Americans brought slaves to the colonies, the hardships of slavery, and the key people and events involved in fighting—and perpetuating—slavery. In this course, you will examine the history of slavery from the early 17th century to the brink of the Civil War. You’ll review the early slave trade, the inequities and horrors of slavery, and slaves’ and abolitionists’ struggles to end American slavery. In addition, you’ll learn techniques for teaching students about the experiences of slaves in Africa, on plantations, and during resistance and escape, as well as how slavery influenced American culture, politics, and economic structures. Finally, you’ll gain concrete and actionable instructional strategies to help students grasp the experience and suffering of slaves, understand the rationalizations of proslavery Whites, and trace how slavery finally came to an end. Using the resources and methods from this course, you will be able to engage your students in this difficult topic in American history with sensitivity and objectivity. This course is offered through Advancement Courses.
SSTX 509  Never Judge a Book by Its Cover: Perspectives on Social Justice Education 3 credits
Most teachers recognize that though they may control their classroom culture, they do not control the world students encounter when they step outside of the classroom. Nevertheless, it’s imperative that they provide their students with the necessary tools and guidance so when they do come in contact with some of the harsh realities of society, they are able to make informed choices and work through their challenges. In a social justice classroom, students learn how to ask difficult questions, think critically and freely, learn from multiple perspectives, and learn to care about themselves, their peers, communities, and the world in which they live. Moreover, many practices that demonstrate a social justice orientation are also reflective of teaching best practices and can help teachers maintain high-quality instruction and create classrooms where students feel safe and supported in their growth. This course provides strategies for building a classroom community, linking instruction and assessments to students’ lives and the real world, and helping students develop critical thinking skills and expand their worldviews. By the end of the course, you will be able to understand the history of social justice theory and education and design a learning environment and instruction that supports all of your students, regardless of their backgrounds and needs. This course is offered through Advancement Courses.

SSTX 510  Respect, Educate, and Protect: Cultivating Digital Citizenship in 21st Century Learners 3 credits
Today’s students are digital natives, meaning that they use technology on a daily basis both at school and at home. Therefore, it is imperative that we prepare them to communicate and collaborate in a safe and responsible manner online. A comprehensive digital citizenship curriculum in schools will enhance achievement and empower students to behave responsibly and think critically when utilizing digital content. In this course, you will learn how to embed digital citizenship lessons in your core content material regardless of what grade or subject you teach. You’ll develop strategies for teaching the nine essential elements of digital citizenship, including how to use proper online etiquette, find online resources for research and learning, appropriately report and prevent cyberbullying, and protect one’s identity online. In addition, you’ll cultivate techniques for integrating digital citizenship lessons into instruction and assessments to help students make informed and responsible decisions when using technology. Using the techniques from this course, you will be able to instill in your students important 21st-century skills and empower them to use technology in a safe and responsible manner throughout their lives. This course is offered through Advancement Courses.

SSTX 511  Teaching American Colonial History 3 credits
The arrival of the early colonists in North America set the stage for the rise of a nation built upon the ideals of freedom, independence, and liberty. This is a story of dominance, pride, ambition, and risk. This is also a story of those who would fight to preserve their way of life and of those who would fight to create a new path. It is the complex job of history teachers to help their students understand the interactions of these diverse cultures and peoples in building what would become the United States of America. In this course, you will build upon the traditional narratives of early colonial history by examining the contributions of Native Americans, Africans, women, and the foreign colonial powers that challenged English dominance in the “New World.” You’ll develop strategies for teaching the events surrounding cultural conflict and the exchange of crops, animals, and human beings. In addition, you’ll expand your own historical understanding by analyzing the archeological evidence of this early period and its key figures. With the resources and techniques from this course, you will be equipped to help your students explore the complexity of America’s diverse colonial period. This course is offered through Advancement Courses.

SSTX 512  Teaching Social Studies K-5: An Interdisciplinary Approach 3 credits
The recent focus of high-stakes standardized testing on literacy and mathematics has led to a lack of emphasis on social studies. More and more, teachers are having to adopt an interdisciplinary approach to continue teaching this important subject area. This practice allows teachers to maximize their use of instructional time while instilling civic competence in their students. In this course, you’ll examine the themes of the National Curriculum Standards for Social Studies and explore how you can teach social studies and English language arts together using read-alouds, reader’s theater, and other strategies. You’ll also explore connections between social studies and mathematics, science, the arts, and technology. In addition, you’ll learn how to use interdisciplinary approaches such as learning centers or stations, interactive notebooks, foldables, and project-based learning to address social studies standards. Using the techniques and resources from this course, you’ll be able to integrate social studies into interdisciplinary lessons or units to ensure that your students receive a well-rounded education while still performing well on standardized tests. This course is offered through Advancement Courses.

SSTX 513  Teaching the American Civil War 3 credits
The American Civil War is arguably the most important event in American history. It challenged the very principles on which the country had been founded just 100 years earlier and altered the direction of the nation’s culture, societal structure, and laws. Four million slaves were freed after the war, but the path to abolition and preserving the union was filled with economic and political crises, interstate strife, and debates about the ethics of an institution that dehumanized and enslaved millions of people. In this course, you will take an in-depth look at the economic, societal, and political causes of the Civil War; the major battles and events of the war; the most significant people and historical developments from this time; and the impact of the Civil War on American history. You’ll develop exercises and techniques for teaching students how to critically examine both sides of the war, and for showing them what life was like on the battle line for men and women (both black and white). In addition, you’ll learn how to introduce students to primary documents such as the Gettysburg Address, the Emancipation Proclamation, and the 13th Amendment to the Constitution. By the end of this course, you will be equipped with actionable strategies for implementing meaningful classroom instruction on the Civil War. This course is offered through Advancement Courses.
SSTX 514  Teaching the American Presidency 3 credits
Regardless of who is in office at the time, news about the president of the United States often dominates news cycles and hashtags. However, many Americans often struggle to describe what defines the office of the presidency and how past presidents have impacted the office and our nation. In this course, you will examine the history and role of the U.S. presidency as well as the successes and failures of U.S. presidents and their impact on the nation. You'll learn how to show students the relevance of the presidency to their lives and give them a framework to judge different presidents’ effectiveness in an unbiased way. In addition, you’ll cultivate resources you can start using in your classroom immediately, and create a practical lesson plan or project that will support you in teaching this important topic. Using the knowledge and strategies from this course, you’ll be able to prepare your students to be knowledgeable citizens who can interpret current and past events in light of the entire history of the U.S. presidency. This course is offered through Advancement Courses.

SSTX 515  Teaching the American Revolution 3 credits
The American Revolution was unique in world history. In the 1700s, no one would have dreamed that anyone could defeat the soldiers of the well-ordered, well-equipped British Empire—much less a ragtag group of militiamen. However, a set of volatile social and economic conditions emboldened just enough American colonists to dissolve their ties with Britain, igniting a war whose outcome changed the course of Western civilization. In this course, you will examine the key events of the American Revolution from colonial America through the ratification of the U.S. Constitution. You will learn techniques for teaching your students about the contributions and experiences of all Americans during the Revolution, including those who did not want to break from Britain. In addition, you’ll create an artifact that you can start using in your class immediately to teach the causes and results of the American Revolution, as well as the people who experienced it. Using the knowledge and techniques from this course, you will be able to tie together the nuances and details of the Revolutionary War era in a way that engages your students and gives them a foundational understanding of how our country began. This course is offered through Advancement Courses.

SSTX 516  Teaching the Constitution and The Bill of Rights 3 credits
The United States stands apart in human history as a country founded by the people, for the people. In the past, most leaders or conquerors were concerned with how to sustain their own power, but the Founding Fathers were determined to limit the power of the government so that all citizens could live free. The Constitution and the Bill of Rights are the manifestations of their philosophies and desires for this country, and are thus essential for every citizen to understand and appreciate. In this course, you will gain the background knowledge and techniques you need to teach your students about these important documents. You'll review the origins of the U.S. Constitution, what motivated the writing of the Constitution, and the process of creating the Constitution and the Bill of Rights. You will also develop engaging activities to teach the Constitution and Bill of Rights, and to teach students about the rights these documents afford them as citizens of this country. With the strategies you learn in this course, you'll be able to bring life to the centuries-old founding documents of our country and instill in students why they matter beyond the walls of your classroom. This course is offered through Advancement Courses.

SSTX 517  Teaching Western Civilization Part 1 3 credits
To kids, something that happened a year ago often seems remote and unimportant—much less historical events that took place hundreds or even thousands of years ago. However, as a teacher, you know that history makes us what we are today, and no history more so than Western Civilization. In this course, you will review the important events, people, and eras from the time of the Ancient Near East civilizations (4000 B.C.) through the age of the Renaissance. The course provides documents and resources that you can start incorporating in your instruction today. You will cultivate ideas for activities and lesson plans that will help students understand the chronological evolution of Western Civilization and how it has shaped today's world. Using the knowledge and techniques from this course, you'll be able to build a Western Civilization curriculum that engages students and gives them a unique insight into our culture today. This course is offered through Advancement Courses.

SSTX 518  Teaching Western Civilization Part 2 3 credits
It's hard to believe all the milestones and advances that have taken place in the last 100 years, let alone the last 500. The period from the European Renaissance to the present Digital Age has seen some of the highest and lowest points of Western Civilization, and it is essential that your students understand this foundation that undergirds the world in which they live. In this course, you will engage in a thorough overview of the resonating events, people, and eras from the last half-century of Western Civilization. You'll cultivate a variety of resources you can use to teach your students about this important period of history, and build lesson plans and activities that you can start using in your class immediately. In addition, you'll examine the legacy and impact of Western Civilization on the rest of the world and how to encourage your students to analyze this topic from an unbiased historical perspective. With the knowledge and tools you gain from this course, you'll be able to produce students who understand the legacy that has shaped the world around them and its ongoing impact in the modern world. This course is offered through Advancement Courses.

SSTX 519  The American Civil Rights Movement 3 credits
In the 1950s, just 90 years after the end of the Civil War, equal rights for all existed only in America's founding documents. Throughout much of the South, African Americans were denied the right to vote, were forced to use separate public facilities, went to segregated schools, and faced rampant discrimination in housing, employment, and many other areas. In response, the Civil Rights Movement aimed to eliminate segregation and guarantee equal rights for all Americans regardless of skin color. In this course, you will review the major events of the Civil Rights Movement during the 1950s and 1960s, including the Montgomery bus boycott, sit-ins and other nonviolent demonstrations, and the galvanizing leadership of Malcolm X and Martin Luther King, Jr. In addition, you'll develop strategies for teaching students what life was like in segregated cities and discussing issues of prejudice of racism with sensitivity and respect. Using multimedia resources and creative lesson plans, you'll be able to bring to life events such as the March on Washington and the passage of major legislation that spelled victory for the ongoing battle for equal rights. Using the techniques from this course, you will be equipped to teach students about this crucial period of American history and how it continues to shape our country today. This course is offered through Advancement Courses.
SSTX 520  Read Between the Lines: Developing a Critical Historical Perspective 3 credits
Reluctant students of history often come to class with the idea that the subject is focused only on memorizing dates and monotonously rehashing the same long-ago events. However, a historical mind-set involves much more creative and critical thinking. When taught properly, this mind-set can help students engage more deeply and develop their own rich interpretation of historical events. In this course, you will learn best practices for helping students build critical historical perspectives and apply objective reasoning to historical analysis. You will cultivate techniques for teaching students how to ask good historical questions, analyze primary and secondary sources, and critically examine historical and current events so that they can think like historians and engage authentically with the past. Using Common Core and National History Standards, you will be able to create an environment of open, unbiased discussion in which your students can rationally evaluate even difficult topics such as race, gender, and class inequality. With the strategies you gain from this course, you will be equipped to shift your students’ mind-set from memorizing dry facts to participating in authentic historical interpretation. This course is offered through Advancement Courses.

SSTX 521  Ellis Island and Immigration in the 19th and 20th Centuries 3 credits
The story of Ellis Island is the story of what it means to be an American. It is the symbol of American immigration, standing alongside other great monuments as part of our nation’s founding mythos. For more than 60 years, Ellis Island was the gateway for millions of our ancestors into the United States. In this course, you will develop strategies for teaching about this time and place of unparalleled immigration in American history from the late 1800s to the early 1900s. You’ll cultivate resources and lesson ideas to help your students understand the intense and bittersweet accounts of all the people who came through Ellis Island, including the immigrants, officials, interpreters, and social reformers. In addition, you’ll examine the untold story of the Ellis Island Hospital, where the germs of the world converged—a fateful crossroads for hundreds of thousands of hopeful immigrants, which had untold effects on public health. Using the techniques from this course, you will be equipped to help your students authentically connect to this dynamic period in history and how it shaped the nation America would become. This course is offered through Advancement Courses.

SSTX 522  Implementing Culturally Responsive Teaching Strategies 3 credits
One of our country’s greatest strengths is the number of cultures represented in our citizenry. No other time or place in history has brought together such a diverse array of cultures, backgrounds, and identities. However, with that diversity comes a great deal of responsibility, particularly for educators. Teachers must be able to communicate effectively with this wide array of cultural backgrounds and lead their students to celebrate diversity as well. In this course, you will explore the importance of culture; how it impacts thinking, learning, and behavior; and how to embrace cultural differences and become a culturally responsive teacher. To help you implement culturally responsive practices, you’ll re-examine familiar concepts like mindfulness and social–emotional learning to see how they can help make your classroom and your school a more inviting place. In addition, you’ll learn specific communication skills and leadership strategies to encourage parent involvement and promote culturally responsive practices throughout your school. Whether you’re looking to make your classroom and lesson plans more culturally inclusive or start a schoolwide initiative, this course will give you the tools you need to be truly inclusive, culturally responsive, and capable of understanding and reaching all children.

SSTX 523  Achieving Equity through Courageous Dialogue 3 credits
When difficult topics arise, our tendency sometimes is to avoid them; or, if we do confront them, emotions and strong opinions can sometimes overrun the conversation, leaving us no better off than we were before. Learning how to talk about difficult topics is a skill that’s often overlooked in the classroom. However, when teachers take the time to foster courageous dialogue about hard-to-discuss topics, students will become more empathetic and equipped to be part of the solution. In this course, you will confront your personal feelings and biases about difficult topics such as poverty, racism, LGBTQ+ issues, gun violence, entitlement, and more. Once you understand how your own feelings impact your teaching, you will be able to address your weaknesses and leverage your strengths to discuss these topics with your students and teach them how to do the same. You’ll examine the root causes of the most pressing problems facing our society and how these problems impact individuals on an emotional level. Finally, you’ll explore how these problems impact your school and how to effect change on the classroom and staff level. With the strategies from this course, you’ll be able to teach students the value of listening and honest sharing, and promote a culture of courageous, inclusive, and empathetic conversations in your school. Note: This course presents an honest and frank discussion of some of the most troubling issues facing students and teachers in 21st-century classrooms. Our aim is to help educators facilitate productive conversations with students about these issues. However, given the difficult nature of these topics, please be aware that course topics and language may be unsettling for some participants.

SSTX 524  Implementing Culturally Responsive Teaching Strategies 3 credits
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SSTX 525  Using Data to Understand Inequities in Schools 3 credits
Inequities in education are sometimes easy to spot, like when a special education classroom has a disproportionate number of boys or minorities. But more frequently, inequity is not so apparent. Looking closely at student data points such as demographics, enrollment, attendance, and discipline can often tell a deeper, richer story about inequities that may exist in your school that you may not otherwise be aware of. In this course, you will learn about the systemic inequities students often face, and strategies for talking about them with school leaders, teachers, and parents. Through a range of data sets, you’ll explore common areas of inequity at a national level, and reflect on your own school or community’s practices to support all students. You’ll also discover several tools and strategies you can use to uncover potential issues of inequity in your own district, school, or classroom; how to interpret data findings through an equity lens; and how to design an action plan based on these findings. With the tools and strategies from this course, you’ll be able to uncover hard-to-see inequities in your school or district and create data-driven solutions that inspire everyone involved to help students succeed.

Social/Emotional Learning (SELX)

SELX 500  Benefit Mindset and Altruism 3 credits
Student well-being and social—emotional development are essential to academic achievement—but these are only a beginning. Infusing learning with personal passion, compelling purpose, and humanitarianism is at the heart of the benefit mindset—an exciting new teaching perspective that moves empathy, inclusion, and altruism to the forefront of education. The benefit mindset helps students see beyond performing for a final test or project, and shows them how they can apply their talents and their education to helping others. In this course, you will explore the principles and scientific research behind adopting the benefit mindset. You’ll develop strategies for making altruism, empathy, and appreciation into genuine habits in your classroom to help students see how their contributions can make others’ lives better. In addition, you’ll create activities that will show students how they are part of something bigger than themselves, and instill a sense of connectedness that inspires them to share their gifts for the good of those around them. Using the knowledge and techniques form this course, you will be able to seamlessly integrate the benefit mindset into any curriculum to transform your students’ learning into a deeply meaningful experience that boosts their confidence, increases their achievement, and truly makes a difference in the world. This course is offered through Advancement Courses.

SELX 501  Bullying Today 3 credits
Bullying is systemic in our schools, and few, if any, are immune to its harmful effects. This phenomenon occurs across all ages, genders, ethnicities, and socioeconomic levels. Often when a student is bullied, the victim is afraid to say anything, bystanders remain silent, and parents and teachers are unaware or unsure of how to handle the situation. Bullying takes on a multitude of forms: gossiping, teasing, verbal and physical intimidation, excluding, and physical violence. The devastating impact of bullying runs the gamut from mild psychological trauma to suicide and even homicide. Bullying has been compounded in recent years by the introduction of the Internet and social media into the lives of children and teens. Cyberspace provides a new battlefield that intensifies these hostile and destructive behaviors. As a teacher, it can be difficult to know how to intervene, but it is vital that teachers play a role in helping students understand why they bully, the impact of bullying on everyone involved, and the importance of treating one another with kindness and respect. This course provides the teacher with a deep understanding of the culture of bullying and cyberbullying. The course also provides effective and realistic strategies to address bullying as well as how to build a respectful, inclusive classroom culture in which students treat one another kindly, feel confident to speak up about bullying when it occurs, and feel empowered to spread an antibullying message to others. This course is offered through Advancement Courses.

SELX 502  Child Development and Psychology: Middle Childhood 3 credits
With elementary school students, it’s often easy to tell the difference between a child who is “young” for his or her grade and a child who is “old” for the grade or who has been held back a year. That is because children’s minds and bodies develop rapidly during these years, and these developments can significantly impact their behavior and how they learn in the classroom. In this course, you will take an in-depth look at child development theories and children’s physical, cognitive, and social/emotional development during the elementary school years. You’ll develop strategies for assessing students’ stages of development and how it affects their learning. You’ll also build a guide for yourself to help you plan developmentally appropriate instruction for different learning styles and multiple intelligences. With the knowledge and methods from this course, you will be able to better understand your students and meet them where they are no matter their stage of development. This course is offered through Advancement Courses.

SELX 503  Children’s Friendships 3 credits
Throughout preschool, elementary, middle, and high school, children’s friendships are growing, solidifying, and helping to define the way they see themselves and their social role. Gradually relationships with those outside of the family become the primary means of social learning and interaction, as well as an anchor for acceptance and belonging. Friendships provide children with joy, social skill practice, communication skills, and emotional growth. Yet they are also filled with risks and challenges. As children grow and change, so will their relationships with others. This course provides the educator with a thorough overview of emotional and social development, focusing on how the nature of friendship changes as children age. You will also learn how to help students harness the benefits of friendship, as well as to assist them in navigating the inevitable hurdles inherent in forging relationships with others. This course is offered through Advancement Courses.
SELX 504  Conflict Resolution For the Elementary Teacher 3 credits
Aside from academics, teaching students how to get along with their peers and how to appropriately handle everyday conflicts is essential to child development. In this course, you will explore the different conflict styles and examine why children need to be able to self-regulate their behavior. We will also address a variety of strategies that can aid an educator in creating a conflict resolution protocol for his or her classroom. This course is offered through Advancement Courses.

SELX 505  Creating a Classroom Space for Open Conversations 3 credits
Education has traditionally cast the teacher as a “sage on the stage” who has all the knowledge and incrementally “gives” it to his or her students. In modern education, however, teachers are increasingly acting as the “guide on the side” who collaborates with students in the learning process. So what is your role in a more student-centered classroom? How can you facilitate this educational model with grace and ease? In this course, you will cultivate philosophies, tools, and strategies that you can use to encourage a classroom climate that supports and inspires collaboration. You’ll help students feel accepted, successful, and confident enough to express themselves by creating a respectful, inclusive learning environment where all students know they are important and valued. You’ll learn how to help students take ownership of their education by facilitating open-ended conversations and using “accountable talk” and metacognitive techniques. Allowing students to drive the conversation and collaborate with one another will prepare them for life outside of school and in the workplace, where they will work with others to analyze situations and solve problems on a daily basis. Using the techniques from this course, you’ll be able to foster a student-centered classroom where you help learners take responsibility for their education and be more intellectually, socially, and emotionally engaged. This course is offered through Advancement Courses.

SELX 506  Creating Meaningful Relationships and Setting Boundaries with your Students 3 credits
Research has shown that a positive teacher-student relationship correlates strongly with increased student achievement. When you have a good relationship with your students, their self-esteem rises, which in turn may increase their interest in school, reduce the rates of dropping out, provide support for further academic development, and aid in peer acceptance. But how do you ensure that you have a positive, healthy relationship with your students to help them succeed? In this course, you will examine the fundamental strategies involved in building meaningful relationships and setting boundaries with your students. You’ll learn foundational concepts of interpersonal relationships, learner-centered instruction, the role of the teacher as a facilitator and advisor, the impact of the learning environment on the development of meaningful relationships, authentic learning, and inquiry-based teaching. In addition, you’ll cultivate techniques for establishing good rapport while maintaining healthy boundaries, even with hard-to-reach students. Using the methods from this course, you will be able to foster impactful relationships with all your students to set them up for academic success. This course is offered through Advancement Courses.

SELX 507  Cultivating Youth Activists and Change Agents in the Classroom 3 credits
Throughout history, young people have been at the forefront of large social movements. From civil rights movements to anti-bullying campaigns, young people have mobilized in support of positive change in their communities. According to David Jones, CEO of One Young World, a nonprofit that provides an open platform for young people to create change, 84% of young people believe it is their duty to change the world for the better. In this course, you will develop strategies for helping students identify issues they are passionate about, and how to turn that passion into activism. You’ll learn how to teach students about their relationships with their local and global communities and how they can have an active role in creating change. In addition, you’ll design projects that encourage both group work and critical thinking, and that students can use to create awareness about a variety of topics, including human rights, environmentalism, and hunger. Using the techniques from this course, you will be able to integrate youth activism principles into your instructional plans in a way that engages students and promotes achievement. This course is offered through Advancement Courses.

SELX 508  Cultivating a Supportive Classroom Environment: Prioritizing Safe Learning 3 credits
Studies show that exposure to school violence can impair students’ cognitive functioning, social development, psychological well-being, and health. Although providing students with a safe, supportive learning environment is an essential prerequisite to academic achievement, districts and schools often prioritize standards-based instruction and standardized test scores. Instead, educators should consider putting safe learning first to better guarantee students’ success. In this course, you’ll receive the knowledge, tools, and techniques you need to cultivate a safe and supportive classroom environment where your students can engage with and focus on learning. You’ll reflect on your teaching methods and share best practices with fellow educators, and you’ll learn how to help your students self-identify and self-manage their emotions, develop social awareness, collaborate, and interact positively with others. In addition, you’ll explore evidence-based strategies to prevent and de-escalate violence and encourage positive behavior interventions and conflict resolution, and you’ll examine the benefits of trauma-informed teaching strategies and practical ways to implement these strategies in your classroom. Using the techniques from the course, you’ll be able to create a positive, safe, and supportive classroom environment that will allow your students to thrive mentally, emotionally, socially, and academically. This course is offered through Advancement Courses.

SELX 509  Curbing Disruptive Behavior 1 credit
Let’s face it: Sometimes students disrupt our classes. It only takes one student to derail an entire lesson or even an entire year. Many teachers have experienced reduced support from administrators while student behavior problems seem to be increasing. And most of the time, teachers are on their own to stop disruptive behavior. In this course, you will take a hard look at the effectiveness of your current classroom management plan and explore strategies for improving any weak spots. You’ll develop preventative techniques for stopping behavior issues before they start, such as establishing positive communication with your students’ families. In addition, you’ll create intervention strategies for when disruptive behavior does occur so that you can respond calmly and effectively to keep your class on track. Using the proven, practical solutions from this course, you will be equipped to take back control of your classroom—starting today. This course is offered through Advancement Courses.
SELX 510  Drugs, Kids, and Teachers 3 credits
When young people experiment with drugs and alcohol—and statistics indicate that many of them do—it can be damaging to students’ motivation, engagement, and academic performance, not to mention their health. Occasional or “gateway” experimentation can quickly lead to addiction, accidental or intentional injury to self or others, and negative long-term social, emotional, and academic outcomes. One of the biggest challenges teachers face is that it can be hard to tell if and when students are using drugs. Students don’t always show obvious signs of drug use or abuse, and there is no easy way to predict who will. What you can do, however, is recognize risk factors, implement preventative measures, and intervene in appropriate and effective ways. In this course, you will learn about the drugs teenagers commonly use and where they access them. You will examine factors that often lead to drug use so you can better identify students who are at risk and implement preventative efforts. In addition, you will develop concrete, effective strategies for intervening when students are using drugs. With the knowledge you gain in this course, you will be prepared to educate parents and the community to partner with you to keep your students safe and sober. This course is offered through Advancement Courses.

SELX 511  Emotions and Learning 3 credits
As you’ve undoubtedly experienced, emotionally unstable or distracted students can’t hope to focus in class or produce high-quality work. But how can you address the wide range of emotions all students bring to class when instructional time is already so limited? In this course, you will gain a foundational knowledge of emotional intelligence and the emotional strengths and challenges that come with different personality traits. You will learn how to identify the source of emotional difficulties, and create strategies for addressing these challenges, including guided discussions, classroom instruction, and meditation and mindfulness activities. Through these exercises, your students will increase their focus, self-awareness, coping skills, and ability to handle stress. In addition, you will develop strategies for working with the parents of troubled students to help them support their children’s emotional development at home. With the techniques you learn from this course, you will be equipped to strengthen students’ self-confidence, focus, stress management, and empathy for others, making them healthier learners and more well-rounded human beings. This course is offered through Advancement Courses.

SELX 512  Facilitating Communication: Accountable Talk for Elementary Students 3 credits
Modern teaching best practices emphasize making the classroom more student-centered—that is, giving students more opportunities to talk and collaborate as they discover and explore new concepts. However, as a teacher, you know that undirected conversation can quickly divert into distractions and off-topic chatting. Accountable talk serves as a framework to focus and enrich students’ conversations, and this course will show you how to successfully implement it in your elementary classroom. Through an interactive and hands-on approach, you will investigate accountable talk and how to structure it to best facilitate meaningful and purposeful academic conversations. You’ll learn how to help students think more critically and analytically and to make personal and authentic connections to what they’re learning. By the end of the course, you’ll have a set of activities, scaffolding devices, and graphic organizers that you can start using with your students immediately. Using the techniques from this course, you will be able to guide your students to richer and more purposeful learning through the power of focused, high-level conversation with both you and their peers. This course is offered through Advancement Courses.

SELX 513  Facilitating Discussions About Violence and Trauma in the Classroom (Grades 9-12) 3 credits
Whether we realize it or not, teenagers are strongly impacted by tragedy and crisis in the world around them. Global, local, and personal tragedy may lead to feelings of anger, fear, and sadness as well as difficulty performing in the educational environment. In this course, you will begin by reflecting on how you personally cope with tragedy so you can better examine how students process traumatic events. You will develop strategies for helping students engage in respectful, meaningful dialogues with peers and other members of their community to create a holistic support system. You’ll also learn how to facilitate discussions among parents, fellow educators, and school administrators to create a plan for responding to personal and community tragedy in a way that supports students’ emotional needs. Using the techniques from this course, you’ll be able to create a classroom environment that is supportive and responsive to all types of tragedy, to help students navigate the most difficult parts of life. This course is offered through Advancement Courses.

SELX 514  Facilitating Discussions About Violence and Trauma in the Classroom (Grades K-8) 3 credits
Whether we realize it or not, children are strongly impacted by tragedy and crisis in the world around them. Global, local, and personal tragedy may lead to feelings of anger, fear, and sadness as well as difficulty performing in the educational environment. In this course, you will begin by reflecting on how you personally cope with tragedy so you can better examine how students process traumatic events. You will develop strategies for helping students engage in respectful, meaningful dialogues with peers and other members of their community to create a holistic support system. You’ll also learn how to facilitate discussions among parents, fellow educators, and school administrators to create a plan for responding to personal and community tragedy in a way that supports students’ emotional needs. Using the techniques from this course, you’ll be able to create a classroom environment that is supportive and responsive to all types of tragedy, to help students navigate the most difficult parts of life. This course is offered through Advancement Courses.

SELX 515  Feedback is a Gift: Framing Difficult Conversations 3 credits
No one likes difficult conversations, but as educators, we cannot avoid them. Whether the conversations are with students, colleagues, administrators, or parents, we are often responsible for navigating sensitive topics and strong emotions, all while remaining positive and professional. Although this balance can be challenging to strike, as you become better equipped at framing difficult conversations, you’ll discover that these tough interactions are actually opportunities for both parties to grow and build a stronger relationship. In this course, you will learn how to become a confident, model communicator even in the face of disagreement, withdrawal, uncertainty, and difficult feedback. Clearly explaining issues can significantly impact how a conversation turns out, so you will explore rich resources and empowering exercises to show you how. In addition, you will cultivate strategies for being both a conversational leader and an active listener, and how to initiate conversations to address problems before they arise, even with the most reluctant communicators. Using the techniques from this course, you will be able to transform even the most difficult conversation into one that not only allows you to breathe deeply and sleep better at night but also helps you feel satisfied with the outcome of the exchange. This course is offered through Advancement Courses.
SELX 516  Helping Children Overcome Depression 3 credits
Depression, often considered a primarily adult condition, is on the rise among children and teens. Childhood depression, historically known as chronic sadness and pervasive negative thinking, has only recently been diagnosed as a more serious condition requiring intervention and, often, professional treatment. But how can you know if your students are suffering from depression, and how can you help them if they are? In this course, you will learn to identify the causes and symptoms of childhood depression. Although children with depression may require medical care beyond what a teacher can offer, you will be equipped with strategies to help students overcome negative thinking styles and harmful emotional patterns. In addition, you'll gather tools for fostering a child's support system and involving parents, and you'll develop techniques for cultivating a positive classroom culture using the mindfulness approach. Using the resources and strategies from this course, you will be able to support your students struggling with depression to help them redirect their thinking and pursue academic success in spite of the challenges they're facing. This course is offered through Advancement Courses.

SELX 517  Helping Students Overcome Trauma 3 credits
The modern classroom is fraught with challenges that previous generations did not have to contend with. Whether suffering from personal tragedy or a massive traumatic event, 21st-century students must navigate the debilitating aftereffects of trauma and post-traumatic stress disorder (PTSD). Helping students to find healing and actively confront the devastating impact trauma can have, educators can provide the kind of support students need to transform from trauma victims to trauma survivors. This course will investigate how to create programs to help students deal proactively with trauma. By examining strategies to help schools become trauma sensitive and places of empowerment and outreach, this course will help educators learn effective avenues to help students find healing and safety. This course is offered through Advancement Courses.

SELX 518  Kindness: Can it be Taught? 3 credits
Is kindness natural? A few minutes on social media will make you think not! But as you know, kindness is essential not only for a healthy classroom environment, but also for your students' future success. In this course, you will learn the biological roots of kindness that are present in all people at birth. Armed with this knowledge, you'll be able to create concrete strategies for helping students build key components of kindness: empathy, perspective-taking, honesty, and trustworthiness. You'll also learn about the personal and social benefits of practicing random acts of kindness and how to teach students to perform their own random acts. Some students may struggle with understanding how to read facial expressions and social cues, or how to be kind to their peers who have emotional, physical, or behavioral disabilities. This course will help you develop exercises that can help students interpret and have compassion for others' behavior even if it's very different from theirs. Regardless of what grade or subject you teach, this course gives you the tools you need to support all students in developing kindness toward themselves and others. This course is offered through Advancement Courses.

SELX 519  Positive Behavior Interventions and Supports for Successful Classrooms 3 credits
Has classroom management become an endless chore that minimizes teaching time and impedes student engagement and motivation? If so, this course is for you. Positive Behavior Interventions and Supports (PBIS) gives you preventative and responsive strategies for addressing off-task behaviors in the classroom and schoolwide. When implemented effectively, it can decrease disruptions, increase instructional time, and improve academic and social outcomes. In this course, you will create a personalized three-tier system of interventions that you can start implementing in your classroom immediately. You will learn how to build positive relationships with even the most challenging students and create a more collaborative environment in your classroom. This course gives you the opportunity to brainstorm positive interventions for classroom management so you don't have to make decisions in the moment. You can use the strategies you develop to establish and maintain a classroom culture that promotes meaningful engagement and motivates students to succeed. This course is offered through Advancement Courses.

SELX 520  Preventing Youth Suicide 3 credits
Suicide is the second leading cause of death among school-age children. Although suicide can be prevented, creating a successful prevention program requires a comprehensive, community-wide effort—one in which teachers play a critical role. Regardless of how much personal experience you have with suicide prevention, with the right knowledge and tools, you can have a potentially life-saving influence on the students in your school. In this course, you will gain the knowledge and skills you need to help improve the effectiveness of your school's suicide prevention program. You'll gather the resources and techniques necessary to successfully and appropriately respond to students who exhibit suicidal behaviors and use the school's crisis team in the event that they are needed. In addition, you'll learn how to evaluate and revise school policies and procedures related to suicide prevention to ensure that it maximizes the school's and community's resources to best serve the needs of your students and families. With the resources and knowledge from this course, you will be equipped to create a culture of awareness and connectedness at your school so that the entire community is prepared to mitigate risk factors and intervene with at-risk students. This course is offered through Advancement Courses.

SELX 521  Resiliency: Coping with Academic and Emotional Adversity 3 credits
Resiliency is one of the most critical life skills we can teach children. In our fast-paced and increasingly stressful world, resiliency is more important than ever; but unfortunately, fewer and fewer children possess the ability to "bounce back" from stress and adversity. Schools can play a key role in helping students develop the inner strength and flexibility they need to overcome the challenges they face. In this course, you will learn the key skills that make up resiliency and cultivate tools for guiding students toward a resilient mind-set. You'll also assess your own resiliency and learn how to partner with parents to help build your students' ability to cope with emotional and academic challenges. Finally, you'll create strategies to help your school prioritize and implement resiliency education. Using the techniques from this course, you'll be able to teach your students emotional and social skills that will serve them well beyond your classroom. This course is offered through Advancement Courses.
SELX 522  Safe Spaces and Affirming Faces: Supporting LGBTQ Youth in Schools 3 credits
Supporting LGBTQ students in schools can feel like a daunting task if structures are not in place to facilitate meaningful relationships and exchanges between students, teachers, and school administrators. According to the Sexuality Information and Education Council of the United States (SIECUS), over 5% of high school students identify as LGBTQ. Research suggests that children are coming out (identifying as LGBTQ) at younger ages, which means they are faced not only with challenges that every young person encounter, but also with hardships associated with being gay. LGBTQ youth, for instance, are over twice as likely to report being threatened or injured with a weapon in school, twice as likely to skip school for safety concerns, and four times more likely to attempt suicide (SIECUS, 2010). The National School Climate Survey suggests that though some states and school districts are improving the ways in which they support LGBTQ youth, there is a lack of consistent progress. This course introduces teachers to the history of LGBTQ movements and key terminology, describes how bias and discrimination impact the LGBTQ community; and reviews strategies for enhancing LGBTQ-inclusivity in schools. Additionally, teachers will gain insight into using online communities as safe spaces for promoting equality and visibility of LGBTQ youth in their schools and neighborhoods. Throughout the course, teachers are invited to connect inclusive approaches to their school- and classroom-based practices, so they can create safe, nurturing spaces that facilitate learning among LGBTQ students and their allies (peers who may not identify as LGBTQ, but support those who do and advocate for their rights). This course is offered through Advancement Courses.

SELX 523  Staying Present: Mindfulness for Better Teaching and Learning 3 credits
In the age of smartphones and short attention spans, both you and your students have a lot vying for your thoughts even in the middle of a lesson. Mindfulness is a set of techniques that help you become “present” by calming the mind and increasing awareness of your body, thoughts, and emotions. Research shows that implementing mindfulness in the classroom also results in significant teaching and learning benefits. When you and your students can relax, become centered, and better manage your emotions, you will increase your focus, improve your social and emotional skills, and even enhance your physical health. In this course, you will develop a set of robust strategies for implementing mindfulness techniques in the classroom. In just minutes a day, you and your students can participate in exercises that help you center your body, mind, and spirit, and manage stressful moments. This course gives you the tools you need to create an energized, interconnected, and kind classroom culture where every member is engaged, motivated, and passionate about learning. This course is offered through Advancement Courses.

SELX 524  Strategies for Addressing Student Anxiety 3 credits
Anxiety is a normal reaction to situations that we regard as dangerous or threatening. As a species, we have survived because our bodies respond to perceived dangers by automatically preparing to defend ourselves and get to safety. However, the effects of long-term anxiety can compromise our life functions and tax our resources. It can also affect our ability to learn and can disrupt digestion and sleep. Approximately one third of us will experience an anxiety-related disorder in our lifetimes, so you can expect that one in five of your students currently struggles with anxiety issues. In this course, you will learn to understand and recognize anxiety dysfunction and then develop classroom strategies to support students who suffer from it. Ideally, you will establish classroom practices that teach students how to prevent anxiety escalation. Finally, you will learn how clinicians handle anxiety and how you might support students under their care. With the strategies and interventions you learn in this course, you will be able to create a classroom environment where students can successfully cope with stressors and instead focus on learning. This course is offered through Advancement Courses.

SELX 525  Student Mobility: Supporting New Students 3 credits
Students change schools due to a variety of circumstances, many of them difficult. Parental job changes, divorce, military deployments, foster care, poverty, migrant family mobility, immigrant and refugee travel, and natural disasters all contribute. Research shows that student mobility is increasingly becoming a cause of student underachievement. But how can teachers help these students when they enter the classroom all throughout the school year and teachers know little about their backgrounds, skills, and challenges? In this course, you will learn how to alleviate the negative aspects of student mobility by building bridges between students, their families, and your school. First, you will take a close look at the causes and effects of different types of student mobility. Then you’ll develop specific welcoming strategies for different situations to help newcomers feel comfortable in your classroom. In addition, you’ll study the federal guidelines on the services that schools need to offer mobile students. Finally, you’ll examine the issue of compassion fatigue and burnout among teachers, and how you can care for yourself in the midst of caring for this special student population. Using the techniques from this course, you will be able to welcome new students from all walks of life and help them thrive emotionally, socially, and academically in your classroom. This course is offered through Advancement Courses.

SELX 526  Teaching Poverty’s Children 3 credits
All children come to school with the hope of achieving the same outcomes as their peers, and you do everything you can to help them. But students who come from impoverished families must work against a host of short- and long-term consequences that make it challenging to achieve this goal. Breaking the barriers of poverty requires focused, research-based strategies, and that is exactly what this course provides. You will learn to recognize the struggles unique to children from a poverty background and how to design learning activities that will counteract these struggles. Because these students particularly benefit from social-emotional learning and from community and parental involvement, you will learn to create strategies for engaging other adults in their education. Finally, you will examine positive policies and programs that will help ensure equitable education for all students. Socioeconomic status should never limit what a student can achieve. After taking this course, you will understand the unique challenges that your students from low-income families face, and you’ll have a toolbox of strategies you can use to reach them. This course is offered through Advancement Courses.
SELX 527  Teaching Students of Military Families 3 credits
Students from military families attend schools all across the country, not just schools near military bases. People who don’t have a military background often struggle to understand the stressors these students face, which may include dealing with the deployment of a parent into a combat zone, multiple moves between homes and schools during the K–12 years, and the possible injury or death of a parent. How can you help these students pursue academic achievement while managing the many stressors of military family life? In this course, you will gain valuable insights into the culture, lifestyle, stresses, and strengths of students from military families. You’ll develop strategies to help this group of students achieve their potential, including accommodating military lifestyle, time demands, and possible mid-year moves in or out of your classroom. In addition, you’ll learn practices to show appreciation for military service and how to support all of your students when one experiences death or loss of a family member. Finally, you’ll gather both local and national resources that can help you support military families and students. Using the techniques and resources from this course, you will be able to help your students from military families succeed despite the stressors they may be experiencing outside school. This course is offered through Advancement Courses.

SELX 528  The Effects of Divorce on Children 3 credits
For children, divorce is not a single event. It is a complex chain of events—a series of legal, social, psychological, and economic challenges, strung together and extending over time. Fortunately, with the proper supports and interventions, children can actually grow and prosper during and after their parents’ divorce. In this course, you will learn about the psychological and social obstacles that children face during a divorce. By examining the phases of divorce and how they impact children at different developmental stages, you’ll be prepared to help your students navigate the psychological, emotional, and logistical changes that divorce brings to their lives. In addition, you’ll develop techniques to counsel students and work together to reduce their stress and foster a healthful, resilient mindset. Using the knowledge and techniques from this course, you’ll be able to equip your students with strategies for coping with divorce and help them succeed and thrive during this emotionally charged time. This course is offered through Advancement Courses.

SELX 529  The Growth Mindset: Fostering Resilience and a Love of Learning 3 credits
"I’m just not good at this." All teachers have probably heard some version of this statement from their students, whether they’re talking about math, reading, or another topic or skill set. But how should we as educators respond? Should we offer encouragement such as, "You may not be strong in this subject, but you are good at that one"? Or should we focus our praise on effort rather than perceived natural talent? Carol Dweck argues that we should instill in our students (and ourselves) a growth mindset, which is the belief that with enough hard work, practice, and dedication, your skills can grow regardless of the subject area. In this course, you will examine your internalized beliefs about learning and how you can reframe failures and challenges as opportunities for growth for both yourself and your students. You’ll develop strategies and tools for creating a culture of perseverance in your classroom and differentiating your instruction to challenge all learners, including those labeled “gifted and talented.” With the techniques you gain in this course, you will be able to help your students cultivate the attitude and determination they need to succeed in your classroom and beyond. This course is offered through Advancement Courses.

SELX 530  The Human Brain 3 credits
Many consider the human brain—the source of all emotion, thinking, and behavior—too complex to understand fully. However, advances in science and technology have allowed us to learn a great deal about the inner workings of the brain. As educators, we can benefit immensely from understanding how a child’s brain works. We can use this information to positively impact student success, classroom management, and relationship building. This course is designed to demystify the workings of a child’s brain, providing you with insights into how the brain works, your students’ neurological stages, and how to understand children’s thoughts and behaviors through a neurological lens. When you understand your students’ neurological growth and cognitive capabilities, you can work with these changes to maximize students’ potential while understanding their limitations. You’ll also be able to implement more effective, applicable classroom management strategies, and better develop students’ attention skills and emotional intelligence so they can be more engaged in the classroom. With the knowledge and techniques from this course, you will be better equipped to drive academic success in partnership with your students’ current stage of brain development. This course is offered through Advancement Courses.

SELX 531  The Importance of Play and the Developing Child 3 credits
Play is a vital part of children’s learning and development, and yet parents and educators alike see fewer and fewer opportunities for play in our children’s schedule. Although play is often differentiated from work, there are ways to pair learning with play. Students can meet their developmental and learning needs while engaged in activities that they find fun and interesting. In this course, you will learn practical strategies for incorporating play into classroom activities. In addition to reviewing the benefits of play, you will cultivate resources for finding or creating play activities that suit various play types, subject areas, and grade levels. Free play is also an important aspect of children’s development. You’ll examine why free play has been declining and how you can encourage this type of play as well as self-directed learning. With the knowledge and tools from this course, you will be able to transform your classroom into a place where your students don’t distinguish between “work” and “play” and instead engage in learning with the same openness and enthusiasm you see on the playground. This course is offered through Advancement Courses.

SELX 532  The Teenage Brain: How it Works 3 credits
Why do teenagers act like that? Teachers have been asking this question for generations. Impulsivity, rapid mood swings, dangerous experimentation, angry outbursts, and poor decision making are just some of the behaviors that emerge as children enter adolescence. As a middle or high school teacher, you have the unique and sometimes unforgiving task of reaching this age group in the classroom. However, the actual physiological makeup of the teenage brain is responsible for more of adolescents’ behavior than we may have realized. In this course, you will learn about the science of the teenage brain; how it affects teenagers’ emotions, thought processes, and behavior; and how to work with these challenges rather than fight against them. You’ll also develop concrete strategies for identifying at-risk behaviors, managing the mental and behavioral challenges unique to teenagers, and harnessing their strengths to keep them motivated and engaged in learning. With the knowledge you gain from this course, you’ll be better equipped to help your teenage students navigate life and education in a way that sets them up for lifelong success. This course is offered through Advancement Courses.
SELX 533  Assessment Strategies for SEL 3 credits  
Discoveries in sociology, psychology, and neuroscience have led many schools to incorporate social and emotional learning (SEL) to help close the elusive achievement gap. By teaching students how to pay attention, work collaboratively, empathize, and make decisions, we improve their ability to perform academically. But how can we measure these soft skills to determine if our interventions are effective? In this course, you'll get up to speed on current practices in SEL, including the history and legislation that has propelled it to the forefront of our educational focus. You'll explore emotional intelligence models and various methods for collecting data, so you'll be equipped to decide which instruments are right for your school or district to measure SEL growth. In addition, you'll create practical tools such as rubrics for teacher observation, surveys for self-assessment reports, and data collection checklists and notes for interviews. Finally, you'll choose your last lesson to either explore the long-term economic and social value of SEL instruction so you can encourage your school or district to invest in this important movement or discover the ways you can easily implement SEL instruction and assessment into your current routine. With the knowledge and resources you gain in this course, you will be equipped to justify your school or district's investment in SEL and champion its undeniable positive impact on our communities and beyond.

SELX 534  Accessibility in the Digital Classroom 1 credit  
Schools are places of inclusion. But when it comes to accessibility in online settings, inclusion can easily fall by the wayside simply because teachers aren't familiar with online accessibility practices. Accessibility might involve something as simple as considering the amount of bandwidth required to view a video or as complex as ensuring students with disabilities have equal access to learning materials. Even if these issues seem intimidating at first, with the right tools and strategies, making your online classroom accessible for all students might be easier than you think. In this course, you'll explore both the foundational elements of online accessibility and the nitty-gritty technical knowledge you need to create an accessible digital classroom. Through the principles of Universal Design for Learning (UDL), you'll learn how to better represent content, create a more engaging experience, and improve outcomes for all learners. In addition, you'll look at design principles and technical tools that will help you make online learning a reality for learners with a variety of different needs. By the end of this course, you'll have the knowledge and tools you need to create or modify digital learning materials to be more accessible to all students.

SELX 535  Student Anxiety in Online Learning 1 credit  
The COVID-19 pandemic of 2020 plunged teachers, students, and their families into online learning at a pace few were prepared for. Overnight, students were thrust into a learning environment they had little or no experience with, and these circumstances have understandably given rise to new anxieties and stressors that families and teachers could not have anticipated. In this course, you'll analyze anxiety brought about by technology immersion as an overactive fight-flight-freeze survival response. Based on information systems research, you'll explore the concept of “technostress” and its triggers, how to spot it in your students, and how it impacts learning. You'll examine common mistakes in addressing anxiety, as well as how to work with parents to help students through technostress and when to reach out for additional help. Finally, you'll learn traditional best practices and digital solutions available to students to offset some of the anxiety they're experiencing. Using the techniques from this course, you'll be able to support your students and their families as they navigate this new digital classroom setting.

Sociology (SOC)

SOC 152  Introduction to Sociology 4 credits  
This course provides an introduction to the systematic study of society and social behavior. Investigation will focus on the values and norms shared by society’s members, the groups and institutions that compose social structure, and the forces that are transforming social reality.

SOC 203  Correctional Ministry 2 credits  
This course is designed to change the fundamental perceptions which most people commonly hold toward those who are incarcerated and to understand them without fear, prejudice, or personal judgment, to view both crime and correction from a spiritual perspective, and to offer strategies which will aid prisoners with the process of reentry.

SOC 252  Social Problems 4 credits  
Students identify and analyze social problems that are social-structure in origin and discuss potential responses. Using the concept of sociological imagination, the problems of individual members of society are seen within the broader context of society as a whole. Specific social problems studied include drug abuse, poverty, crime, and aging.

SOC 253  Marriage and Family 4 credits  
This course considers the family as one of the primary social institutions within the larger social system. It explores the family’s internal structure and functioning, how it serves the needs of both individuals and society, how it is changing in contemporary American society, and the societal challenges of families in crisis. (Prerequisite: SOC 152)

SOC 255  Adolescent Behavior 4 credits  
This course examines basic social welfare policy and methods in order to understand the structure and function of public and private welfare in American society. Social welfare is examined as part of the larger social system, and the forces that are transforming social reality.

SOC 352  Social Welfare as an Institution 4 credits  
This course considers the family as one of the primary social institutions within the larger social system. It explores the family’s internal structure and functioning, how it serves the needs of both individuals and society, how it is changing in contemporary American society, and the societal challenges of families in crisis. (Prerequisite: SOC 152)

SOC 353  Themes in Adult Development and Aging with a Lifespan Perspective 4 credits  
This course explores a variety of themes in development throughout the lifespan beginning with youth and ending in the last stages of adulthood including aging, death and dying. lifespan, sociological, psychological, and family science perspectives will be used to examine a variety of themes. (Prerequisite: SOC 152)

SOC 354  Class and Community 4 credits  
This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social inequality and resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual-community relationship. (Prerequisite: SOC 152)

SOC 355  Minority Groups 4 credits  
Students study various racial, ethnic, and other social groups in the broad context of American society. Attention is given to the concept of minority status as it relates to prejudices, discrimination and segregation in contemporary life. (Prerequisite: SOC 152)

SOC 359  Social Welfare as an Institution 4 credits  
This course examines basic social welfare policy and methods in order to understand the structure and function of public and private welfare in American society. Social welfare is examined as part of the larger American social structure, reflecting cultural values as well as political and economic processes. Attention is given to several areas of social welfare in which specialization has occurred, including work with the elderly, the chemically dependent and battered children and adults. (Prerequisite: SOC 152)
SOC 452 Social Organization 4 credits
This course addresses the fundamental question of how and why social organization is possible. Attention is given to major concepts and theories of social structure, forms of social organization (groups, communities, networks, formal organizations), basic social processes (integration, differentiation, regulation, change), the emergence of social organization from individual decision-making, and the sociology of work and occupations. (Prerequisite: SOC 152)

SOC 453 Social Theory 4 credits
This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Webber, Georg Simmel, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. **This course serves as the capstone experience for the sociology major. (Prerequisite: SOC 152)

SOC 488 Independent Study 1-4 credits
With the help of an instructor, students design their own learning activities, which may include readings, independent research, projects, and papers. (Prerequisite: SOC 152)

SOC 498 Internship 1-15 credits
Students participate in internships in social service agencies, local government, urban studies and related fields of interest under supervision of field professionals and staff members of the sociology department. (Prerequisites: SOC 152; sociology majors only)

Spanish (SPA)

SPA 101 Beginning College Spanish I 4 credits
This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.

SPA 102 Beginning College Spanish II 4 credits
This course continues vocabulary building through short readings and dialogues in simulated real-life situations. Grammar concentrates on past-tense review, present subjunctive, perfect tenses, the future, commands, and object pronouns. Cultural readings and film are included. (Prerequisite: SPA 101 Beginning Spanish I or equivalent; usually 2 years of high school Spanish)

SPA 201 Intermediate College Spanish I 4 credits
In this course basic grammar is reviewed with increased emphasis on composition and conversation. An accompanying reader is included to expand vocabulary and recognition of familiar structures as well as provide literary and cultural material for discussion. Verb tenses include an introduction to the subjunctive. (Prerequisite: SPA 102 Beginning Spanish I: Second Semester or equivalent; usually 2 years or more of high school Spanish)

SPA 202 Intermediate College Spanish II: Second Semester 4 credits
This course is a continuation of SPA 201 with the same texts. Continued refinement of writing and conversational skills with emphasis on cultural issues is featured. Verb study is expanded to include all tenses. (Prerequisite: SPA 201 Intermediate Spanish II: First Semester or equivalent; usually 2 years or more of high school Spanish)

SPA 301 Advanced College Spanish I 4 credits
An advanced Spanish language course focusing primarily on grammar review and writing with regular conversation sessions. The course includes intensive and detailed work in expository and creative writing, syntax, stylistic and idiomatic usage. There is also some introduction to advanced translation in Spanish. (Prerequisite: SPA 202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)

SPA 302 Advanced College Spanish II 4 credits
An advanced Spanish language course focusing primarily on vocabulary expansion and conversation with some writing exercises and structure review. Conversational practice with special emphasis on aural-oral skills. A variety of reading material is assigned as preparation for class discussion. Videos, movies, and audiotapes may also be assigned. (Prerequisite: SPA 202 Intermediate Spanish II: Second Semester or equivalent; usually 3 years of high school Spanish)

SPA 303 Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture 4 credits
This course is designed to provide the student with advanced Spanish language proficiency. The specific topic may vary depending on the year and the instructors. Examples might include Spanish in the Workplace, Spanish Linguistics, or other related topics. (Prerequisite: SPA 302 or equivalent)

SPA 401 Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture 4 credits
This course is designed to provide the student with advanced Spanish language proficiency. The specific topic may vary depending on the year and the instructors. Examples might include Spanish in the Workplace, Spanish Linguistics, or other related topics. (Prerequisite: SPA 302 or equivalent)

SPA 402 Advanced Spanish IV: Readings in Contemporary Spanish Literature 4 credits
A course designed to expose the student to representative writers of current trends in the literature of Spain and Latin America. Some literary movements explored are magic realism, post modernism, feminism, and the testimonial novel. The student will read novels, short stories, theater, poetry, and view occasional films. Authors may vary from year to year. (Prerequisite: SPA 302 or consent of instructor: based on interview and proficiency test)

SPA 403 Advanced Spanish IV: Voices of Latinos in the U.S. 4 credits
A course designed to examine the stories of Latinos in the U.S. as told by them. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations, and spiritual needs are covered. Language issues are highlighted and film is used to complement the readings.

SPA 488 Spanish Independent Study 1-4 credits
SPA 498 Spanish Internship 1-12 credits

Special Education (SPED)

SPED 562 Literacy Strategies for Grades K-6: SPED 3 credits
This course meets the MN Elementary Education Reading Rule requirements and focuses the instruction on teachers of special education.

SPED 573 Fundamentals: Autism Spectrum Disorders 3 credits
An introduction to the dynamics of autism spectrum disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 574 Communication and Social Skills Training 3 credits
A study of strategies and interventions for promoting the development of communication skills and social skills.
SPED 575  Interventions: Autism Spectrum Disorders 3 credits
Development of functional skills instruction including applied behavior analysis, sensory integration, and functional and ecological assessment procedures for the instruction of learners with autism spectrum disorder.

SPED 580  Ethical Issues for Professional Educators of Exceptional Learners 3 credits
A study of ethics and moral philosophy with application to the field of special education. Current educational issues will be examined in the context of the lives and careers of the PK-12 special educator.

SPED 581  Instructional Strategies: Mild/Moderate Disabilities 3 credits
An examination of the knowledge and skills needed to learn about and apply instructional strategies in preK-12 classroom settings.

SPED 582  Teaching Students with Linguistic Differences or Difficulties 3 credits
A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

SPED 583  Collaborative Teaching in Inclusive Settings 3 credits
A Study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.

SPED 584  Interventions for Students with Emotional and Behavioral Disorders 3 credits
Application of evidenced-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings.

SPED 586  Learners with Disabilities: Educational Assessment 3 credits
Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development.

SPED 587  Collaborative Consultation in Special Education 3 credits
An examination of techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs.

SPED 588  Teaching Students with Math or Language Difficulties 3 credits
An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs.

SPED 589  Applied Experience in Learning Disabilities 3 credits
Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)

SPED 590  Applied Experience in Autism Spectrum Disorders 3,6 credits
Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.

SPED 591  Applied Experience in Emotional Behavioral Disorders 3 credits
Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting. Prerequisites: All course work within specified licensure program.

SPED 592  Behavior Management 3 credits
An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions.

SPED 593  Fundamentals: Emotional and Behavioral Disorders 3 credits
An introduction to the dynamics of emotional and behavioral disorders, their effects on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 594  Adolescents with Emotional and Behavioral Disorders 3 credits
An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.

Special Needs and Gifted Students (SNGX)

SNGX 500  A Guide to Differentiating Instruction for Gifted and Talented Students 3 credits
If you've taught more than one student at a time, you know that students learn at different rates. And when you have an entire class full of different types of learners, how can you keep each of them engaged without planning 20 personalized lessons? Differentiating instruction is essential for reaching students of diverse learning styles and proficiency levels. In classrooms with gifted students, it is especially important to create learning experiences and assignments that provide choice and challenge with opportunities for deeper and more complex learning. In this course, you will learn how to identify gifted learners and understand their unique needs in the classroom. You will also create a differentiated learning plan, from brainstorming all the way through to delivery. First, you will consider everything from academic standards, goal setting, and pre-assessment to the instructional plan, assignment creation, and summative assessment. Your plan will account for your students' unique learning preferences, interests, and readiness levels, and include flexible grouping practices, tiered assignments, and student choice of content, process, and product. Finally, you will learn how to manage a differentiated classroom and foster student responsibility and independence. By the end of the course, you will have all the tools you need to modify instruction, assignments, and assessments with a deeper understanding of the "big picture" of unit design and a focus on gifted learners. This course is offered through Advancement Course.

SNGX 501  Communicating With Parents of Students With Special Needs 1 credit
Communication with families whose children have a 504 Plan or IEP involves more than just general updates on their children's social and academic progress. Many families who have been navigating the special education bureaucracy have already had less-than-positive experiences with communication between home and school. Establishing a relationship of trust with these families early in the process ensures that communication remains open throughout the year as you demonstrate that you share the same goal as the family: the success of their child. In this course, you will examine your current communication practices and how you can improve them to create a positive working relationship with your students’ families. You’ll develop methods for establishing and maintaining healthy communication so parents know you are on the same team and working toward the same goals. In addition, you’ll learn practical, stress-free strategies for tracking and logging all correspondences with parents to keep a transparent record of students’ progress on their individual learning goals. Using the tools and techniques from this course, you will be able to cultivate a positive, caring relationship with your students’ families and effectively share their progress so you can work together toward their child's success. This course is offered through Advancement Courses.
SNGX 503 Deconstructing the IEP 3 credits
Individualized education programs (IEPs) are meant to help schools and teachers know how to meet the needs of students who require special accommodations. However, for many teachers, IEPs can be intimidating to read and interpret, much less implement successfully in the classroom. In this course, you will learn how to read and use IEPs to reach students who have special needs in your classroom and communicate effectively with families and service providers. You'll be equipped with resources to help you examine each section of the IEP and organize the information into manageable chunks. In addition, you'll develop strategies for differentiating instruction and keeping track of students’ IEP goals and progress. Using the knowledge and techniques from this course, you will be able to confidently implement IEPs in your classroom and know for sure that you are both complying with legal expectations and (more importantly) helping your students receive the education they need. This course is offered through Advancement Courses.

SNGX 504 Every Student Succeeds Acts (ESSA) 1 credit
Education is always evolving and innovating. Although some changes are exciting, it can also be daunting for educators to keep up with all the trends, including new laws and regulations. The Every Student Succeeds Act (ESSA) is the newest law that is transforming the face of education with its new procedures and accountabilities. In this course, you will explore the goals of ESSA as well as the important changes that affect all educators and students. You will evaluate the benefits and disadvantages of ESSA and develop strategies for implementing its guidelines without upending your entire curriculum. In addition, you'll create a plan to explain the new law to parents and families and support them through any changes. Using the strategies from this course, you will be able to understand and incorporate any changes from ESSA that affect you, your students, and their families. This course is offered through Advancement Courses.

SNGX 505 High-Incidence Disabilities 3 credits
Students with high-incidence disabilities often spend most or all of their school days in general population classrooms, but they still have needs that may require special accommodations or teaching styles. But who are these students, and how can you reach them in the midst of your already-packed classroom time? In this course, you will review the disabilities that are present with the highest frequency within the population of students who receive special education services. These include autism spectrum disorders, communication disorders, intellectual disabilities, specific learning disabilities, and emotional or behavior disorders. In addition to examining the common characteristics of students with these disabilities, you will develop differentiated instructional strategies and explore resources that will support the learning of all students in your classroom. Using the tools and techniques from this course, you will be able to understand the challenges of students with disabilities in your classroom and help them achieve their highest academic potentials. This course is offered through Advancement Courses.

SNGX 507 Reaching and Teaching Gifted Students in the Regular Classroom 3 credits
Research shows that gifted students can sometimes be the least likely to succeed in your class. How can that be? Gifted students may be defined as ones who have "exceptional abilities in any area of learning that significantly exceeds grade-level expectations." In other words, when gifted students are in a class with grade-age peers, the regular curriculum consists of content they either have already mastered or can master far more quickly than their classmates. That means that if you don’t make the proper curricular modifications, these students will become disengaged and not achieve all that they are capable of. In this course, you will learn how to identify gifted students and their individual needs (including those who have added challenges, such as ADHD or learning English as a second language). You’ll also cultivate techniques for keeping them interested in school, including helping them combat perfectionism and grouping gifted students together to challenge one another. Finally, you’ll participate in practical exercises to modify your activities and differentiate your instruction to motivate and energize your gifted students. Using the strategies from this course, you will be able to support gifted students to help them meet their true academic potential. This course is offered through Advancement Courses.

SNGX 508 Special Education: The Process and Law 3 credits
Every year, more than 6 million children in the United States receive special education services. Whether you’ve worked with one of these students or not, it can be intimidating to know how to navigate special needs in the classroom. How do you know how to best assist these students, and what are the rules and laws surrounding this process? In this course, you will learn about the history of special education, including how special education and discrimination laws have evolved over the last 60 years. You will examine the key facets of the Individuals with Disabilities Education Act (IDEA), which is the current legislation governing special education, and how they apply at the federal, state, and local level. Once you have this foundational knowledge, you’ll learn how to identify emotional, behavioral, and learning disabilities in students and how to create and implement individualized education programs (IEPs) to help them. With the knowledge you gain in this course, you will be equipped to navigate the special needs process and partner with parents and your school with ease and confidence. This course is offered through Advancement Courses.

SNGX 509 Strategies for Supporting Children with ADD/ADHD 3 credits
The Center for Disease Control reports that up to 11% of children ages 4 to 17 have attention-deficit disorder or attention-deficit hyperactivity disorder (ADD/ADHD). That means 1 out of 10 of your students could be diagnosed with an attention disorder! More than 90% of these students will have serious academic or social struggles at some point in their academic careers. How can you help these students succeed while balancing the needs of your other students? In this course, you will learn to identify the characteristics of ADD and ADHD and their impact on children. You’ll develop specific intervention and support strategies to help these students cope with stress, manage their emotions, and navigate academic and social challenges. Although teaching children with ADD/ADHD poses unique challenges, you’ll learn to cultivate a healthy mindset for working with these students without getting overwhelmed. By the end of this course, you will be equipped with a robust set of best practices for helping ADD/ADHD students manage their behavior, improve their social skills, and succeed academically. This course is offered through Advancement Courses.
SNGX 510  Strategies for Supporting Teenagers with ADD/ADHD 3 credits
According to research, teenagers who have attention-deficit disorder or attention-deficit hyperactivity disorder (ADD/ADHD) benefit immensely when their teachers believe in them. Academic and interpersonal success often eludes ADD/ADHD students, especially once they reach high school. In fact, 90% of those who have attention deficits will face serious social or academic challenges at some point in their school careers. That's why it's crucial for you to understand why these students struggle and how to help them. Regardless of how familiar you are with ADD/ADHD, this course will give you the information you need to identify students who have these disorders and to prevent and manage potential behavioral problems associated with them. You'll develop specific prevention and intervention strategies for a host of symptoms that interfere with success, including how to modify your teaching style, classroom environment, scheduling, and assignments to help ADD/ADHD students. Finally, you'll learn the impact of ADD/ADHD medications and how to monitor and support students who take them. With the knowledge and skills you gain in this course, you will be equipped to be the positive influence that students with ADD/ADHD desperately need as they transition into adulthood. This course is offered through Advancement Courses.

SNGX 511  Supporting Students with Learning Disabilities in the Inclusive Classroom 3 credits
With increasing use of the inclusive classroom model, it is more important than ever that educators at every level and in every subject are prepared to meet the needs of students with learning disabilities. This course offers educators resources designed to maximize learning for students with learning disabilities. Topics include current research and laws, processes for assessing and identifying learning disabilities, information on how to access services, and strategies for teaching students with learning disabilities. This course also offers concrete techniques for motivating all children to want to learn and creation of a positive classroom culture to support academic success. This course is offered through Advancement Courses.

SNGX 512  Take Control of RTI 3 credits
According to the RTI Action Network, “Response to intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.” In today's inclusive classrooms, general education teachers are responsible for identifying, implementing, and documenting students' academic and behavioral progress. For many teachers, keeping up with RTI can become overwhelming when coupled with existing planning, grading, and extracurricular responsibilities. In this course, you will gain the tools you need to take control of RTI. After examining the different tiers of interventions, you will develop strategies for identifying students who are struggling, implementing appropriate interventions and differentiated instruction, and monitoring students’ progress to assess next steps. In addition, you'll gather resources that you can integrate into your day and use right away to keep the RTI process organized and up to date at all times. With the knowledge and strategies from this course, you will be equipped to manage RTI without stress and help your struggling students reach the next level of academic achievement. This course is offered through Advancement Courses.

SNGX 513  Teaching AP Classes 3 credits
Teaching AP classes can be rewarding and challenging all at once. Often, they give you the opportunity to teach some of the brightest and most ambitious students in your school. However, the nature of AP classes also requires you to become an expert not only on your subject’s AP test, but also on critical thinking skills and other characteristics your students need to succeed in college. In this course, you will explore the history of the AP program and gain a deep understanding of the College Board, its mission, and how it endeavors to help students become college ready. Using a hands-on approach through research, discussion, and reflection, you'll cultivate strategies for helping your students engage more deeply, make personal and authentic connections with content, and develop essential research and analytical skills. In addition, you'll learn techniques for scaffolding instruction to get all students up to the appropriate level to be prepared for the AP test. Using the tools and techniques from this course, you'll be able to create an effective AP program that helps students develop critical thinking and college readiness skills that will last them for a lifetime. This course is offered through Advancement Courses.

SNGX 514  Teaching Students with High Functioning Autism 3 credits
According to the Center for Disease Control, the prevalence of autism spectrum disorder (ASD) has more than doubled since the year 2000, bringing the rate to 1 in every 68 children who have received this diagnosis. What does this mean for your classroom, and how can you help this unique population of students? Because of the increased prevalence of the disorder, there's a lot of misinformation about it online and in the media. In this course, you will separate myth from fact by learning all the signs, symptoms, and implications of having students with high-functioning ASD in your classroom. You will learn techniques for addressing the academic, social, emotional, and behavioral needs of these students and also create plans for partnering with their parents to help them grow. Finally, you will develop strategies for successfully integrating a student with high-functioning ASD into your classroom and working with other students to create a respectful, inclusive environment. As a teacher, you have a unique opportunity to draw out the strengths of your students with ASD and help prepare them for independence in the future. This course will help you understand and be able to interact with these students with compassion and confidence. This course is offered through Advancement Courses.

SNGX 515  Teaching Students with Low Functioning Autism 3 credits
The number of students with autism is increasing, making it more likely that teachers in both general education classrooms and special education programs will encounter students with low-functioning autism. These students have different needs than students who are considered higher functioning, so it is essential to be prepared before these students enter your classroom. In this course, you will learn the strengths, needs, and challenges of students with low-functioning autism, particularly the reasons behind how they learn and behave the way they do. You will use this knowledge to build communication skills, behavior management interventions, and academic strategies for these students, with the end goal of helping them transition between educational levels into post-high school plans. You'll cultivate techniques for addressing safety issues and common concerns educators have about teaching students with low-functioning autism. You'll also gain valuable insights from parents and classmates of students with autism. No two students with autism are exactly alike. However, by the end of this course, you'll have a toolbox of resources and strategies that you can use to best meet their individual needs. This course is offered through Advancement Courses.
SNGX 516  The General Educator’s Guide to Special Education 3 credits
More than 7 million children with disabilities currently receive special education services across the United States, and this number continues to grow. The size of this population means that teachers in inclusive classrooms need the skills and knowledge to teach and support students with disabilities. In this course, you will learn about the 13 major types of disabilities, the laws governing special education, the individualized education program (IEP) process, and best practices for working with students and their families. You will develop actionable strategies to support the assessment, instruction, academic success, and social and emotional development of students with IEPs. With the strategies and best practices from this course, you will be equipped to better serve students with disabilities regardless of your grade, subject area, or teaching context. This course is offered through Advancement Courses.

SNGX 517  Understanding Dyslexia 3 credits
Regardless of how much you know about dyslexia, it can be intimidating to determine how to best serve students who have this disability. After all, students who have dyslexia often struggle with oral language, reading, handwriting, spelling, and writing. How can you reach these students while balancing the needs of the rest of your class? In this course, you will learn to identify dyslexia’s impact on your students’ oral language, reading, and writing, and you’ll develop specific strategies for how to support students in these areas. You’ll also learn how to hone the positive contributions of students with dyslexia, which are often overlooked or misunderstood. Although many students who have dyslexia struggle academically due to their disability, they also typically possess significant strengths, such as expansive creative abilities. After taking this course, you will be able to help meet the unique needs of students who have dyslexia, and also teach them how to channel their strengths for a positive, dynamic learning experience. This course is offered through Advancement Courses.

SNGX 518  Teaching Special Education: Focusing on Abilities 3 credits
Being a special education teacher is often a stressful experience. Whether teaching in an inclusion, self-contained, or resource classroom, a special educator has unique challenges to meet. Even the most practiced educator can become overwhelmed with the challenges of teaching children with special needs; for many, there is a substantial risk of burnout. This course is designed to help the special educator both acknowledge the challenges and embody a mindset that emphasizes the fulfillment and rewards of teaching students with special needs. After this course, the teacher will be better able to appreciate their own strengths, as well as feel better equipped to complete the meaningful and essential work they do. This course is offered through Advancement Courses.

SNGX 519  Supporting Students with Disruptive Behavior Disorders 3 credits
Oftentimes, it’s the students with the most serious behavior issues who need us the most. But how do we connect with and teach students who are unusually angry and aggressive, refuse to follow the rules, blame others for their mistakes, abuse drugs, or vandalize property? In this insightful course, you will learn how to constructively support students with disruptive behavior disorders (DBD), including oppositional defiant disorder (ODD) and conduct disorder (CD). You’ll explore effective, research-based strategies and interventions to prevent and manage behaviors associated with DBDs while maintaining a productive and positive learning environment. Finally, you will learn how to work collaboratively with fellow educators, families, and other stakeholders to set students up for success both inside and outside of school. Using the strategies and interventions from this course, you will be able to connect with students with intense and persistent challenging behaviors and give them the attention and direction they really need. This course is offered through Advancement Courses.

SNGX 520  Understanding Oppositional Defiant Disorder 3 credits
Oppositional defiant disorder (ODD) and disorders like it can confound parents, teachers, and students alike. Explosions of anger, seemingly needless defiance towards adults, and hostility towards peers all characterize students struggling with this disorder. The adults in their lives are often at a loss as to how to prevent and manage these behaviors and show students a better way to interact with others. In this course, you will examine the causes, diagnosis, and treatment of ODD as well as other disorders that may resemble or have high comorbidity with ODD. You’ll learn how you can partner with parents (even those who seem apathetic) and school resources to implement consistent, effective interventions with these students. In addition, you’ll explore the strengths of students with ODD, how to help them build executive function skills, and how to stay calm yourself when dealing with difficult behaviors. With the strategies from this course, you’ll be able to build a practical, holistic strategy to support students with ODD while caring for yourself, students’ families, and other students in the classroom.

SNGX 521  Leadership in Special Education 3 credits
School leaders are uniquely positioned to bring together special education teachers, parents, and outside agencies to give their special needs students the best support available in their district. However, in a 2018 survey by the Council for Exceptional Children, only 26% of special education teachers reported feeling that their principal was well-prepared to help them support their IEP goals. In this course for school leaders, you will take a deep dive into the processes and procedures for helping students with special needs, from the early stages of intervention all the way through to facilitating productive IEP meetings. You’ll learn how to evaluate and coach special education teachers, and how to guide best practices for both self-contained and inclusive classrooms. Finally, you’ll review the history of special education law and recent legal cases that are impacting special education.
SSS 125  Student Success Strategies 3 credits
This course will enable students to develop the necessary skills to lead themselves academically, personally and professionally. This course will teach students about the resources and technology available to assist in their academic success. Specific topics of time management and goal setting will lead students to develop and utilize appropriate study techniques. Topics in life skills will lead students to a better understanding of self and others, and encourage the development and utilization of strategies to promote positive relationships, self-management, and professionalism. This course is recommended for students new to CSP or online learning.

SSS 200  Leadership Development 3 credits
As you summit Macchu Piccu, learn about your own leadership potential and build skills in goal-setting, conflict management, boundary-setting, team-building, group facilitation, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a study abroad and service-learning component.) Additional trip fees will apply.

SSS 225  Career Strategies 2 credits
This course will allow students to evaluate how their individual strengths and skills are relevant and related to the need of a potential employer. Students will develop best practices for professional networking, resume writing and interviewing. Using knowledge gained in this course, students will be able to tailor their professional brand to specific employers and job positions.

SSS 497  College Transitions Tchg Asst 1 credit
Assist new students' successful transition from high school to college through College Transitions course.

TEWX 500  Achieving a Work-Life Balance in Teaching 3 credits
As with most jobs, teaching responsibilities can infiltrate your entire life if you let it. After-school activities, grading, and lesson planning can creep into your off hours and blur the lines between work and the rest of your life. Work–life balance means feeling engaged, effective, and satisfied in each aspect of life. In this course, you will develop a set of practical, customizable strategies to help you work smarter, not harder. Time management, organizational skills, and emotional groundedness are key skills that you will master to help you feel calm, in control, and able to focus on your students. You will learn to increase your productivity at work and feel more satisfied with your life both inside and outside the classroom. A balanced teacher is a teacher who can connect with, inspire, and help his or her students achieve personal and academic success. At the end of this course, you will have the skills you need to be present and effective both at school and beyond. This course is offered through Advancement Course.
TEWX 501  From Burnout to Productivity: Creating a Path for Teacher Wellness 3 credits
I’ve always been the type of teacher who’s tired at the end of the school year because I’ve given my all—every day—for the past nine months.” How many teachers can relate to this sentiment? Teacher burnout is an increasingly common phenomenon. Long hours, stressful environments, and intense expenditures of energy, brainpower, and compassion can all contribute to decreased health and wellness, especially over the course of multiple years. In this course, you will learn strategies for creating a healthy work–life balance, advocating for a more sustainable lifestyle, and improving your outlook and inspiration both inside and outside the classroom. Through a series of self-inventories and assessments, you will identify your sources of burnout and techniques for preventing and reversing it. In addition, you will learn how to bring these strategies to your students and colleagues to create an atmosphere of calm and productivity in your school. With the techniques you learn in this course, you will be better prepared to manage the stressors inherent to life as an educator to create a path to sustainable wellness. This course is offered through Advancement Courses.

TEWX 502  Self-Care Strategies for Teachers 3 credits
Teaching is among the most stressful careers you can pursue because it requires you to manage others’ feelings and behaviors on a daily basis. From safety concerns to troubled students, you often face high-stress situations that can leave you feeling beat up and uninspired. Self-care is an essential practice for all teachers, but how do you know if your strategies are actually building you up so you can enjoy a long, healthy career in education? This course teaches you targeted strategies for self-care and wellness, starting with a comprehensive inventory of your whole self—personally, and as a teacher, parent, partner, friend, and community member. You will learn techniques for how to stop absorbing stressors, manage challenging situations, build long-term self-care strategies for all areas of your life, and track your progress through a series of somatic and emotional self-evaluations. This course gives you the opportunity to invest in yourself so you can build a more grounded, inspired, and sustainable career in education. This course is offered through Advancement Courses.

TEWX 503  Stress Reduction for Better Teaching 3 credits
Being a teacher is often a stressful experience. Whether it is lesson planning, grading, communicating with parents, handling classroom management, helping troubled children, or dealing with colleagues, there are always competing needs for teachers’ time and energy. Even the most practiced teacher can become overwhelmed. In this course, you will learn how acute and chronic stress can impact not only your teaching, but also your body and your health. You’ll develop a personal stress profile and stress management portfolio, which includes how to identify what triggers your stress, how to build up tolerance, and how to respond in a healthy way. In addition, you’ll create exercises for helping both yourself and your students manage stress more effectively and build resilience in the face of specific challenges. With the skills you learn in this course, you will be able to fully enjoy the greatest job on earth and be healthier for yourself and completely present for your students. This course is offered through Advancement Courses.

TEWX 504  Becoming a Calm, Happy Teacher 3 credits
Teachers have a multifaceted role that includes wearing many hats; being present in the lives of students, families, and colleagues; and taking care of others before themselves. Educators’ demanding career and giving spirit can lead to stress, burnout, dissatisfaction, frustration, and sadness if intentional practices are not implemented. As a way to support personal well-being and happiness, you’ll explore the power of positive psychology as tool to find a more balanced, calm approach to teaching that will give you more energy and vitality at work and at home. The techniques will help you create more life balance, so that you can cultivate more well-being for yourself and your classroom. The strategies will not only help you be more engaged, present, and fulfilled as a teacher, but you’ll also apply your learning to your classroom and your students. This course is offered through Advancement Courses.

TEWX 505  A Year in the Life of a School Leader: A Roadmap to Success 3 credits
Research has emphasized the importance of school leadership in improving outcomes for a school and its students. But make no mistake: This is not the school leader as drill sergeant, or the charismatic leader whose skill-set is impossible to replicate. Instead, it is a school leader who is capable of transforming a school environment so that its students and teachers can flourish. — The Hechinger Report School leaders have the potential to shape their schools for the better by designing a curriculum rooted in best practices, positively impacting student achievement, and analyzing and implementing effective strategies and plans that advance school improvement efforts. Administrators and teacher leaders should have the fundamental knowledge and willingness to utilize best practices in their professional learning communities and should also provide coaching and mentoring to their peers. By demonstrating knowledge, skills, and willingness, leaders can use a variety of leadership styles, execute effective communication skills, and motivate and resolve conflicts effectively. In this course, you will explore the various strategies that create an effective leader. By viewing a year at a glance, you will develop the leadership skills needed for each quarter of the school year: fall, winter, spring, and summer. You will learn the value of school leadership in your school’s community and how you can establish yourself in a leadership role that can help support students, teachers, families, and the entire school community. Additionally, you will gain effective tools to create authentic learning experiences that will promote a positive school culture, support the development of professional learning communities, and further the involvement of parents and community in participatory learning. With the knowledge and skills from this course, you will be able to hone your leadership skills so you can positively impact and serve your colleagues and improve your team, school, and district.
TEWX 506 Creating an Effective Instructional Coaching Program for Your School 3 credits

Instructional coaching can be a difficult topic to navigate. On the one hand, teachers value collaboration and hearing new ideas from other educators, but on the other hand, teachers’ motivation and buy-in can plummet if they feel like coaching adds to their stress or puts their hard work under unnecessary scrutiny. In this course, you will learn how to create and sustain an effective instructional coaching model and build a culture of coaching and professional development to promote teacher and student success. You’ll examine strategies for establishing trust, open communication, and a positive outlook among teachers, and for overcoming potential points of resistance between teachers and school leaders. In addition, you’ll evaluate various technology resources, organizational tools, coaching strategies, reflective practices, and feedback methods to curate a program that suits the needs of all educators. By the end of this course, you will have a clear, organized strategy for introducing a coaching model that excites teachers and empowers them to grow.

TEWX 507 Recruiting, Retaining, and Reengaging Excellent 3 credits

Studies from the Learning Policy Institute show that U.S. teachers leave the profession at twice the rate of teachers in other high-achieving countries, and that this attrition rate costs schools $7.8 billion a year. The crisis is growing each year, but few resources exist for how to combat it. In this course, you’ll discover best practices for attracting, hiring, coaching, and nurturing excellent teachers. You’ll learn how to find the best applicants for your positions, assess whether applicants are a good fit for a position, and design effective job postings and interview questions. For your existing staff, you’ll review strategies for making good teachers into great ones, including conducting effective observations, providing meaningful coaching, and helping teachers set and meet goals that are important to them. Finally, you’ll take a deep dive into the issue of burnout, including how to prevent it and how to intervene when teachers show signs of wanting to quit. By investing your time in this course, you will be able to proactively build and keep a great staff for years to come, saving yourself time and headaches down the road.

TEWX 508 Creating Work-Life Harmony in Teaching 1 credit

Teachers have heard about work-life balance for years, and for many, the idea has caused nothing but guilt and frustration. After all, the boundaries between “work” and “life” can easily blur, and it doesn’t always make sense to try to devote equal amounts of time and energy to both. Instead of trying to achieve perfect balance at all times, work-life harmony seeks to help every part of your life coexist in a way that’s both satisfying and attainable. In this course, you’ll learn how to create work-life harmony using an integrated and holistic approach that helps you blend work and play more seamlessly into your life. With an eye on increasing your passion for teaching, you’ll explore effective methods of determining how and where to invest your time and energy, and how to handle disruptions to your schedule. In addition, you’ll get practical tools for managing the time-consuming parts of your job such as emails and paperwork, and for coping with stressors through healthy physical and emotional habits. Using the techniques from this course, you’ll be able to create a personalized set of practices that will help you maximize what’s most important in your personal and professional life.

TEWX 509 Achieving Work-Life Harmony in Teaching 3 credits

In 2020, many teachers conducted class from home for the first time, highlighting a reality that educators have known for decades: In teaching, the line between “work” and “life” is often blurry at best. Many teachers have tried (in vain) to chase an ill-defined sense of balance—but the reality is, both work and life are more fluid than that. A better approach is to find a way to mesh the spheres of your life to create a sense of harmony in how you spend your time and energy. In this course, you will explore three forms of energy: physical, emotional, and mental energy, and how to continually monitor their impact on your work and personal life. You’ll develop a deeper understanding of stress as both a positive and negative force in your life, and find ways to ease negative stress through excellent workload organization and targeted self-care activities. In addition, you’ll learn how to mitigate the damaging effects of extreme stress and personal or societal hardships, including the challenges of teaching remotely, away from the energy of your students. By the end of this course, you’ll have a personalized plan to promote harmony in your own life as well as your students’ and colleagues’. Note: If you have taken the Advancement Courses online course Achieving Work-Life Balance in Teaching, we advise you not to take this course because its contents are similar. You may, instead, take one of our other courses in teacher wellness.

Teaching Strategies (TSTX)

TSTX 500 A Practical Approach to Partnering Pedagogy 3 credits

Traditionally, classrooms and instruction involved the teacher standing in front of students handing down the information they needed to know. However, current pedagogical theory encourages students to be self-directed learners who take ownership over their own education. How can you reconcile these two methodologies in your classroom? In this course, you will gain the resources you need to implement partnering pedagogy in your classroom. With a focus on the need for real-world links to classroom lessons, this approach allows students to lead the learning experience while you provide guidance and direction. You’ll learn how to select lesson topics, create “guiding questions,” and incorporate technology as a learning tool. You’ll also cultivate strategies for evaluating the effectiveness of your partnering-based lessons, including how to involve students in suggesting changes to the learning process. Using the techniques from this course, you will be able to introduce partnering pedagogy into your classroom to combine the best of your unique teaching style and your students’ diverse learning styles and interests. This course is offered through Advancement Course.
TSTX 501  An Educator’s Guide to the Common Core 3 credits
The Common Core State Standards (CCSS) were developed to ensure that students in every state adhere to the same level of expectations as they gain the knowledge and skills they need for college and careers. Whether you are new or experienced with the standards, it can sometimes feel intimidating to figure out how to navigate them or how to fulfill them on a practical level in your classroom. In this course, you will learn how and why the CCSS was developed, and what implementation looks like in math, English Language Arts (ELA), and other subject areas such as science and social studies. You’ll develop teaching approaches that will help you weave together content and practice standards so your students will understand content deeply and also be able to apply it practically. In addition, you’ll cultivate ongoing assessment strategies to help you understand how assessment works within the CCSS (beyond year-end summative evaluations). With the knowledge and techniques from this course, you will be able to navigate the CCSS with confidence and apply the standards to your curriculum so you can set your students up for success well beyond your classroom. This course is offered through Advancement Courses.

TSTX 502  An Effective Guide For Integrating Debate in the Classroom 3 credits
Rhetoric and debate used to be standard classes in schools’ curriculum. Although these classes have fallen by the wayside, the need for effective debating skills and critical thinking has not. As students face the constant communication on the Internet and today’s divisive political and social issues, it is more important than ever that they know how to express their knowledge and opinions skillfully and effectively. Incorporating debate as an instructional strategy in your classroom will help them do just that. In this course, you will review the debate process and how it can promote critical thinking and a deeper connection to content regardless of what subject matter you teach. You’ll learn how to help students form effective arguments, analyze resources, research debate stances, and participate in small-group and whole-class debates. In addition, you will create a series of graphic organizers and scaffolding strategies that will help you engage all of your students in the debate process regardless of natural interest or ability. Debating will help your students improve their public-speaking skills, work collaboratively, and be a more active part of the assessment process. By the end of this course, you will have an actionable plan for integrating debate into your classroom and a strong foundation for making debate an essential element of learning and instruction. This course is offered through Advancement Courses.

TSTX 503  Applying the Habits of Mind in the Classroom and Beyond 3 credits
Problem solving and critical thinking are buzzwords we hear all the time. But how do you teach these broad concepts to your students, particularly in a way that they will continue to use after they’ve left your classroom? In this course, you will explore personal mindset and the role that mindset plays in developing your beliefs about how you learn as well as how your students learn. Habits of Mind consist of 16 behaviors that people can learn to utilize to make them more effective learners. Using the intentional strategies from this course, you will be able to select and create activities that support Habits of Mind and create an environment that encourages their use. In addition, you will be able to assess students’ abilities to use Habits of Mind to ensure that they are internalizing thinking processes that they can use for the rest of their lives. Using the techniques from this course, you will be able to incorporate Habits of Mind into your classroom and school to prepare your students to handle any intellectual challenge that comes their way. This course is offered through Advancement Courses.

TSTX 504  Bell Ringers and Exit Slips: Creating Powerful Beginnings and Endings 3 credits
Getting your students quiet, focused, and primed for learning during the first five minutes of class can be extremely challenging. However, integrating bell ringers (i.e., quick, targeted start-of-class activities that students do at their desks) and exit slips (i.e., activities completed during the last five minutes of class) into your instruction can make beginning and ending a class less difficult. In this course, you will develop concrete, actionable strategies for choosing bell ringers and exit slips based on curricular objectives. You’ll learn how to differentiate bell ringer and exit slip activities for diverse learners (e.g., English language learners, students with special needs) and formatively assess student work so you can modify instruction going forward. In addition, you’ll review examples of bell ringers and exit slips for different subject areas so you can engage students in creative and critical thinking and incorporate these activities into daily instruction. Using the techniques and resources from this course, you’ll be able to easily implement best practices for using bell ringers and exit slips to start and end every class period successfully. This course is offered through Advancement Courses.

TSTX 505  Better Teaching and Learning With Formative Assessment 3 credits
Nothing is more disappointing than grading a big test or paper only to find that your students performed poorly despite weeks or months of faithful teaching. You wonder where you or the students went wrong, and it feels too late to rectify the situation. Formative assessments provide both you and your students with an opportunity to check students’ progress and understanding. Formative assessments are a range of informal and formal assessments that give you the feedback you need to modify instruction to better meet students’ needs. You can use them in any subject or with any age group, making them a versatile tool for all teachers. In this course, you will learn how to use formative assessments to quickly and effectively gauge student learning. If you find that students are struggling, you’ll be able to analyze and apply the data from formative assessments to modify your instruction immediately. In addition, you will develop techniques for effective questioning and feedback to help students course-correct long before a final test, project, or writing assignment. By the end of this course, you will be armed with numerous strategies for ensuring that all of your students are truly mastering the material for each step of your instruction. This course is offered through Advancement Courses.

TSTX 506  Beyond Survival Mode: Maintaining your Passion Throughout your Teaching Career 3 credits
Why did you become a teacher? For many of us, the inspiration to teach springs from a deep desire to serve the next generation and make the world a better place through learning. However, the path to becoming a master teacher is filled with challenges that can seem to be roadblocks toward those dreams. How do successful teachers keep that fire burning within them? What traits do they share that push them to sustain a high level of effectiveness? In this course, you will explore your past and your inner motivations to help you reawaken the passion that will sustain you throughout your career. Whether you are seasoned or brand new to teaching, you’ll benefit from examining excellent teachers to learn how to tackle your fears, move through the stages of teaching, and discover what it means to become a complete teacher. In addition, you’ll cultivate techniques for building a strong community among your colleagues so you can learn from and support one another. Using the techniques from this course, you will be able to move beyond survival mode and nurture the passion that led you to teaching throughout your entire career. This course is offered through Advancement Courses.
TSTX 507  Building Blocks for Success: Scaffolding in the Classroom 3 credits
Each student enters the classroom with a different set of skills and needs, a common occurrence that can make instruction challenging. Scaffolding is an effective educational technique that considers every student’s initial abilities and supports your students’ progress toward academic proficiency and independent learning. But how do you scaffold without overwhelming yourself or your students? In this course, you’ll examine the concept of the zone of proximal development (ZPD), determine the ZPD’s relationship to scaffolding instruction, and learn the benefits of scaffolding in the classroom. You’ll explore best practices for creating (and gradually removing) initial scaffolds that are appropriate for each student’s skill level and needs, and the relationship between instructional scaffolding and differentiated instruction. You’ll also learn methods for evaluating your students’ progress that will help you identify when to remove these scaffolds to promote student success. Using the techniques from this course, you’ll be able to use scaffolding to provide each of your students with differentiated instruction that will support their personal academic development and promote their shift toward greater independence. This course is offered through Advancement Courses.

TSTX 508  Building Cultural Competency to Improve Instruction and Student Achievement 3 credits
Although our society’s dedication to serving diverse populations has increased dramatically in the last few decades, it can be easy to miss the subtle ways cultural background can impact students’ learning in your classroom. Whether it’s other students’ behavior or your own methods of communication, small differences in culture can confuse and alienate different populations of students. In this course, you will learn strategies for how to teach with cultural competence so that all students receive active support in the classroom, thus limiting their risk of dropout. You’ll start by examining your own cultural background and how that impacts your thinking, and also learn how to assess students’ backgrounds, including identifying gifted and talented, special needs, and at-risk students. You will cultivate tools and resources for fostering an inclusive learning environment; communicating clearly both verbally and nonverbally; and working with families and support services to help students succeed. By learning more about your own and others’ cultures, you’ll be able to handle even the most culturally sensitive scenarios to ensure a safe space for all students to learn and grow. This course is offered through Advancement Courses.

TSTX 509  Building Effective Communication Skills in the Classroom 3 credits
Communication is essential for any relationship, whether it’s a spouse, friend, or colleague. The need for good communication increases tenfold when you are dealing with an entire classroom of students with whom you need to communicate and who need to communicate with each other in a healthy, effective way. In this course, you will learn how to communicate effectively with students, parents, and co-teachers to create a strong classroom environment of open communication. Such an environment will aid students in developing and strengthening their communication skills by focusing on interpersonal and group communications. Key topics include verbal and nonverbal communication, listening and giving feedback, written communication, and modeling effective communication in the classroom. You’ll also learn strategies for improving multicultural communication and integrating social media and other modern forms of technology to facilitate open dialogue in your class. Using the techniques from this course, you will become a strong communicator who can effectively manage relationships with parents, students, and colleagues, and model good communication to help your students grow to be skilled and thoughtful communicators. This course is offered through Advancement Courses.

TSTX 510  Building Presentation Skills for Success 3 credits
Although technology has changed our methods and modes of communication, the need for good presentation and communication skills is still the same. Whether you have a class of talkers or shy students, native or non-native English speakers, all of your students need to be able to organize and communicate their thoughts clearly to succeed in their future education and careers. In this course, you will discover how to create a classroom environment that helps students strengthen their presentation skills. Key topics will include presentation types, effective speech writing, delivery skills, remembering the audience, researching for your presentation, and persuasion. You’ll be able to model good communication skills and lead your students through every step of creating a presentation, from brainstorming to delivery. In addition, you’ll learn how to incorporate technology into your own and your students’ presentations. Using the strategies from this course, you will be able to prepare your students to be effective, persuasive communicators who can succeed in the workplace and beyond. This course is offered through Advancement Courses.

TSTX 512  Classroom Management Strategies for Student-Centered Instruction 3 credits
In the past, classroom management techniques have focused on teachers—giving advice on how to instruct students and manage their behavior. In contrast, effective classroom management in the 21st century calls for a shift to student-centered approaches that place students at the center of the learning experience. In this course, you will learn how to work with your students to set up a classroom that supports exploration, motivates students, and authenticly engages them in meaningful learning experiences. You will develop techniques for building positive teacher–student relationships and dealing with difficult students to prevent power struggles. With student-centered instruction, your students will practice taking responsibility for themselves, making good choices, and taking ownership over their own learning. You can aid them in this process by creating activities with high levels of engagement and nurturing a prosocial learning environment that drives positive academic and social outcomes. With the strategies you learn in this course, you will be able to transform your classroom into an environment where students take charge of themselves and their learning. This course is offered through Advancement Courses.
Coaches play a unique role in their students’ lives that impacts much more than their athletic performance. In a position that lies somewhere between parent, friend, and teacher, coaches have the ability to help students grow not only as athletes but also as human beings. In this course, you will learn how you can use coaching to connect with your students and instill important, lifelong values in them. You’ll examine how the psychological benefits of playing sports contrast with the dangers of developing negative attitudes and behaviors, and how to help your student athletes overcome these difficulties. In addition, you will assess your approach to sportsmanship, particularly in terms of building individual character and showing respect for the team, opponents, officials, and other coaches. Finally, you will explore different coaching philosophies and create a plan for implementing a character education curriculum with athletes. Using the techniques from this course, you will be equipped to teach your student athletes how to excel not only on the playing field but also in their day-to-day lives for years to come. This course is offered through Advancement Courses.

Whether you’re starting from scratch or adding your own flair to material someone else created, constructing a curriculum can be overwhelming. There are so many decisions to make and factors to consider that you can sometimes feel defeated before you start. In this course, you will take an in-depth look at curriculum development and delivery. The information and activities within the course will help you determine your students’ unique needs so you can create student-centered learning outcomes. To figure out what works best for you, you’ll examine research-based curriculum approaches such as integrated studies, project-based learning (PBL), and growth mindset. In addition, you’ll learn how to evaluate curriculum, from curriculum mapping to instructor evaluation, to ensure that your curriculum is effective and engaging for all involved. Using the tools from this course, you will be able to confidently build and evaluate your curriculum to ensure that your students’ needs, your teaching style, and your learning standards all align and work together to create a dynamic educational experience. This course is offered through Advancement Courses.

Co-teaching can have enormous benefits for both you and your students. However, co-teaching requires careful planning and coordination to ensure that students receive unified, cohesive instruction—and that you and your co-teachers have a smooth, stress-free experience. In this course, you will learn strategies and best practices for how to build a successful instructional team that can effectively meet the diverse needs of today’s classrooms. You’ll examine six different co-teaching models and how to best apply them in your context, and you’ll also gather tools for effective classroom management, lesson planning, and differentiation in a co-teaching classroom. In addition, you’ll learn how to define the various co-teaching roles and responsibilities; plan for and execute instruction to optimize learning in a Universal Design for Learning (UDL) framework; and establish and maintain a positive rapport with your co-teaching partners and students for a powerful and engaging learning experience. By the end of this course, you will be equipped with the knowledge, skills, and resources you need to co-teach successfully and create positive student and teacher outcomes. This course is offered through Advancement Courses.

Cooperative learning encourages students to work together to maximize their own and one another’s learning. When structured well, it helps students learn to work together more effectively. Cooperation offers not just a way of learning, but a positive way of life. In this course, you will take an in-depth look at the cooperative learning approach, including tools for integrating cooperative learning into all aspects of your practice. You will learn to transform your curricular design, teaching strategies, classroom environment, classroom management, and assessments to favor cooperative learning and improve student learning and engagement. In addition, you’ll develop strategies for creating student groups that will maximize students’ participation and create a healthy interdependence among all group members to learn. Using the techniques from this course, you will be able to structure your classroom to enjoy all the benefits of cooperative learning to increase students’ engagement and critical thinking skills. This course is offered through Advancement Courses.

Have you ever spent hours researching and planning a lesson only to be met with bored stares, complaints, and lackluster participation from your students? No matter how important or exciting the content is, the lesson design must be equally engaging to capture students’ attention so they’ll be motivated to focus and retain the information long after the lesson itself. In this course, you will examine how to develop and execute highly engaging lesson plans regardless of what grade or subject you teach. You’ll learn how to identify the signs of student engagement and analyze highly engaging lessons so you can replicate effective strategies in your own instruction. In addition, you’ll create differentiated activities and assessments tailored to diverse learning styles and achievement levels so you can keep all students engaged based on their unique interests and abilities. Using the resources and techniques from this course, you will be able to learn how to develop and use engaging teaching opportunities you can use in your classroom to help students learn more deeply. This course is offered through Advancement Courses.

In the traditional approach to teaching and learning, the burden of designing and communicating learning tasks falls primarily on the teacher. In student-centered instruction (SCI), much of this heavy lifting is shifted to the students, even at the earliest stages of learning. SCI facilitates increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes toward the content and the work involved in learning. But how do you shift your classroom from traditional to student centered? In this course, you will explore how student-centered instruction can extend and enhance students’ learning, improve 21st-century skills, and engage reluctant learners. You will learn how to incorporate SCI into every aspect of teaching and learning, including planning, management, assessment, and meeting the needs of diverse learners. In addition, you will develop strategies to help students become independent learners who can create, explore, discover, problem solve, and innovate—all valuable skills they will need to thrive in college and careers. By the end of this course, you will be equipped with the knowledge, skills, and resources you need to implement SCI in your classroom and create your students’ achievement and engagement in your class and beyond. This course is offered through Advancement Courses.
TSTX 520  Designing Blended Learning for Student Engagement and Achievement 3 credits

Students are now digital natives: tech-savvy individuals whose regular interaction with technology influences how they learn, think, and communicate. With this major change to the way students understand and interact with the world, it is essential that teachers integrate technology in their instruction to build students’ digital literacy, engagement, and career and college readiness. This course is designed as a guide for teachers who are interested in integrating blended learning into their classrooms to increase student engagement and achievement, differentiate instruction, and connect students to meaningful, community-driven learning experiences. By the end of the course, you will be able to design and implement meaningful blended learning experiences with objective-aligned assessments and activities that address students’ unique characteristics as digital natives and foster core 21st-century skills. This course is offered through Advancement Courses.

TSTX 521  Designing Online Assessments for Students 3 credits

Online assessments are becoming more and more popular even in the traditional K–12 classroom. Online assessments give you more options for creativity and also reinforce vital computer proficiency skills for students. But how do you incorporate online assessments into your class? What types of activities are possible, and how do you provide useful feedback to your students in this medium? In this course, you will learn how to leverage the resources and tools currently available to you to develop effective formative and summative assessments. You will explore ways to create authentic and engaging assessments online and how to provide meaningful and instructive feedback in an efficient and timely manner. In addition, you’ll develop strategies for implementing collaborative group projects to help your students learn how to work together in an online space. Using the techniques from this course, you’ll be able to incorporate online assessments in your class in a way that makes sense for your context and that will help your students learn and grow on a deeper level. This course is offered through Advancement Courses.

TSTX 522  Differentiated Instruction 3 credits

If you’ve been a teacher for any length of time, you know that all students learn differently. They have different learning styles, abilities, and preferences, and in a typical classroom, their skills can vary from below grade level to at grade level to above grade level. This leaves you with the challenge of planning instruction that reaches a wide range of learners so that all students have the individual support they need to achieve at their highest level. Differentiated instruction (DI) is an educational approach of tailoring instruction to meet the needs of individual students. When you use DI effectively, students will be engaged in learning in the manner that suits them best without adding significant planning or instructional time for you. In this course, you will master the skills necessary to effectively differentiate instruction for optimal achievement by all students. You will learn how to identify individual students’ needs and learning styles, and create activities and tiered lessons that will meet those needs. You will cultivate different strategies for grouping students, arranging your classroom, and using cognitive approaches that help students take ownership of their learning. Using the practical and easy-to-implement strategies from this course, you will be equipped to reach and teach every student regardless of proficiency level and learning style. This course is offered through Advancement Courses.

TSTX 524  Empowering Students through Educational Equity 3 credits

If you teach in a low-income school, you may have noticed that your students don’t respond well to traditional educational methods or that they show signs of having experienced academic inequity. To alleviate these difficulties and prepare your students for future scholastic and social challenges, teachers in urban schools should take advantage of new pedagogical approaches that consider your students’ circumstances, provide them with a safe educational environment, and help them thrive academically, socially, and emotionally. In this course, you’ll study various factors that influence the social, emotional, mental, and academic development of students from diverse backgrounds and standards of living. You’ll learn strategies for extending the classroom and for developing and modifying effective, meaningful instruction and activities that engage these students, meet their needs, and prepare them for college and a career. In addition, you’ll examine the benefits of creating assessments that measure your students’ performance based on new criteria for achieving academic success. By the end of the course, you’ll be able to cultivate a learning environment that supports your students’ academic and socioemotional development to prepare them for 21st-century opportunities. This course is offered through Advancement Courses.

TSTX 525  Essential Teaching Practices for the 21st Century Teacher 3 credits

Teaching in this century requires a new approach that actively meets the needs of digital natives (students who have always had personal technology in their lives). To engage your technologically savvy students, you need to incorporate educational strategies that integrate technology and differentiation into your instruction and assessments. In this course, you’ll learn how to inspire 21st-century students to think critically about the world, engage appropriately with digital tools and social media, and build the creative, collaborative, and communicative skills they’ll need to succeed. You’ll review best practices for improving achievement, such as aligning lessons to the Common Core State Standards and targeted learning outcomes. In addition, you’ll acquire strategies for connecting instruction to real-life experiences, improving classroom management, providing targeted feedback on formative and summative assessments, activating prior knowledge to enhance learning experiences, and using technology, differentiation, and student-centered instruction to support diverse learners. Using the techniques from this course, you’ll be able to incorporate technology into your instruction and assessments to engage your students in solving complex real-world problems, foster cooperative learning in the classroom, and ensure their success in the contemporary world. This course is offered through Advancement Courses.
TSTX 526  Flexible Seating 1 credit
The physical space of our classrooms is one of the components of our teaching practice over which we have some control. The way we utilize the space we are given can help or hinder classroom management, facilitate or limit collaboration in group work, and impact how we are able to differentiate instruction. For these reasons, more teachers are turning to flexible seating design to best meet the needs of their students. Flexible seating is one of the cornerstones of the student-centered classroom and is backed by research that supports the impact of movement on learning. Flexible seating is more than just a variety of seating; instead, it’s a space organized to provide academic growth and student engagement with accountability and ownership of learning. Teachers who choose flexible seating need to know that there is some prep work involved and guidelines to follow to ensure flexible seating works for you and your students. This course will provide the tools for you to implement flexible seating in your classroom. In each module, we will look at how teachers content guides the organization of the space for student learning. The course will provide ways for you to look at the purpose of flexible seating and how to assess the needs of the classroom with your philosophy of teaching in mind, but also setting up an effective classroom for active learning and increasing student accountability. The modules will also explain research on brain-based methods for improving learning that can be achieved through changing a classroom from traditional to flexible seating. This course is offered through Advancement Courses.

TSTX 527  Flipping Your Classroom: Redefining Homework and Instruction 3 credits
Would you be willing to turn your traditional classroom on its head if you thought it would increase student engagement and achievement? Flipped learning—a new framework for instruction—does just that. In a flipped classroom, the teacher inverts traditional teaching methods by delivering instruction online and through videos outside of the classroom and moving homework into the classroom. This method provides students with ample opportunities to engage in authentic, application-based learning with timely and consistent feedback from the teacher. In this course, you will examine different flipped learning models and select one that works for your students’ diverse interests and needs. Next, you will develop strategies for overcoming the potential challenges of switching to this model, and also set up a learning management system to help you streamline your course content. Finally, you will plan differentiated learning activities and assessments that will help your students master the knowledge and skills they need to succeed. In a flipped learning environment, you can increase student motivation, manage student behavior, and differentiate instruction in a brand new way. This course gives you all the tools you need to flip your classroom in a way that works for your teaching style and your unique population of students. This course is offered through Advancement Courses.

TSTX 528  Fostering Teacher Collaboration within Small Groups 3 credits
In the midst of grading, lesson planning, parent communications, and the myriad other responsibilities teachers have, collaborating with other teachers can sometimes feel like the last thing you want to add to your plate. However, when you have the right tools and mind-set for it, collaboration can actually make your teaching and lesson planning a stronger and less stressful experience. In this course, you will explore your personal mind-set about collaboration among teachers. Whether or not you’re experienced with this type of collaboration, you’ll learn the benefits of partnering with other teachers to improve your own practice and benefit student learning. You’ll also explore how building on social capital can create an improved learning environment and how you might be able to plan lessons and projects with other teachers. In addition, you’ll gather the resources you need to facilitate professional learning communities, including book studies, action research projects, lesson studies, and peer observation. Using the strategies from this course, you will be able not only to find the time for building a strong learning community, but also to maximize your collaboration for the benefit of yourself and others. This course is offered through Advancement Courses.

TSTX 529  Grading for Mastery: Guiding Students Though the Learning Process 3 credits
As teachers, we’ve all had the frustrating experience of students memorizing enough to get an “A” on the test, only to forget the material a week later. This type of grading and learning doesn’t help students grow and doesn’t help you know where they are actually succeeding or needing additional help. Mastery grading may be just the solution you need to solve this problem. Unlike traditional grading, mastery grading focuses on evaluating whether students have actually mastered a learning standard (rather than whether they attained a certain letter grade) before they move on to the next level. In this course, you will examine the history and purposes of grading, including your own beliefs about the practice. You’ll compare and contrast traditional grading with mastery grading and see how mastery grading aligns with Common Core State Standards. In addition, you’ll consider the impact of zeros, deductions for late submissions, homework completion, and test redos on student learning. Finally, you’ll learn how to incorporate mastery grading principles even if your school or district doesn’t, and how to create buy-in among parents and colleagues. Using the techniques from this course, you will be able to implement mastery grading in your classroom to encourage students to focus on learning, not simply earning a grade. This course is offered through Advancement Courses.
TSTX 530  Highley Effective Questioning Strategies for Teachers 3 credits  
According to Brandon Cline (2018), “while asking questions may seem a simple task, it is perhaps the most powerful tool we possess as teachers.” Through questioning, we have the power to push our students’ thinking to the highest levels. We have the power to create challenging, rigorous tasks that help our students grow academically, think deeply, and spark their curiosities. In this course, you will learn exactly how to implement highly effective questioning strategies into your daily instruction so that your students can reach beyond their potential. This course will introduce you to highly effective questioning strategies by clearly explaining the purpose behind questioning and how it impacts student achievement. After developing a clear understanding of why teachers ask questions, you will begin to explore the Bloom’s Taxonomy framework and use it to create questions at various levels. Next, you will learn exactly what makes a question “high quality” and then use this knowledge to create your own rigorous questions. After creating questions, it is important to know what to do and how to respond after your students answer your questions. You will learn how to give specific feedback that addresses confusion as well as pushes students to think even more deeply. Finally, you will apply all that you learned in this course to shift the balance of power in your classroom so that your students become good questioners and take charge of their own learning. By the end of this course, you will be equipped with the knowledge and skills necessary to use questioning as a daily instructional strategy in your classroom. This course is offered through Advancement Courses.

TSTX 531 How to Stop Playing Catch-Up: Time Management for Teachers 3 credits  
For many teachers, it feels like there is never enough time to do everything for work and still have time to breathe, reflect, and spend time on outside interests. Time management is the thread that runs through almost all aspects of teaching – planning and organizing the day/week/month/year, dealing with interruptions, communicating with colleagues and parents, planning lessons, grading, and the list goes on. With a more efficient approach to instruction, teachers experience increased work performance and less stress, and, as a result, better personal and academic outcomes for students. In this course, teachers will gain concrete, practical tools to assess how they currently spend their time, identify where they can streamline or eliminate tasks, manage the challenges posed by unplanned interruptions and distractions, and increase efficiency with work email, lesson and assessment planning, grading, and other daily tasks. By the end of the course, teachers will be equipped with an actionable set of best practices to successfully tackle any time management challenge—and stop playing catch-up. This course is offered through Advancement Courses.

TSTX 532 Level Up! Student Achievement Through Gamification and Game-Based Learning 3 credits  
Video games are characterized by compelling storylines, immediate feedback, and rewards for achievements, all of which make them engaging and motivating to players. Game-based learning and gamification use these and other game-based strategies to transform how students learn. In a gamified learning environment, the coursework is the game and the students are the players! In this course, you will take an in-depth look at games, gaming culture, and game design to identify the characteristics of gameplay that make it such a powerful learning tool. Regardless of whether or not you use technology, you can incorporate best practices to gamify your instruction to leverage the benefits of gameplay, and develop strategies to move the classroom from teacher centered to student centered. In addition, you’ll learn methods for transforming lessons into multiplayer games that engage all types of learners, including gifted learners and students with special needs. By the end of this course, you will be equipped with strategies for creating and selecting educational games that are best suited for your content, your grade level, and your students’ unique interests and needs. This course is offered through Advancement Courses.

TSTX 533 Making the Grade: Crafting Measurable and Meaningful Learning Outcomes 3 credits  
Learning outcomes have become a staple of most educational settings. However, many teachers still struggle with creating learning outcomes that are both measurable by assessment and meaningful to their classroom and students’ learning. In this course, you will learn the basics of learning outcomes, including their importance to student learning and their role in assessment. You will explore how to write measurable learning outcomes using frameworks such as Bloom’s taxonomy and ensure that these outcomes are meaningful in immediate learning as well as 21st-century learning skills. In addition, you’ll cultivate specific strategies and practices for improving learning outcomes and assessments and explore the role of backward design in creating learning outcomes that will most benefit your students and overall practice. Using the techniques from this course, you will be able to create learning objectives that truly measure the skills you want your students to demonstrate and ensure that your lessons and assessments align to create a powerful, cohesive learning experience. This course is offered through Advancement Courses.

TSTX 534 Making Thinking Visible 3 credits  
What is thinking? It’s a process you probably reference in your classroom every day, but how often do you stop and consider what effective thinking really looks like? What are the best instructional practices to promote active, higher-level thinking that is visible to both you and your students? In this course, you will learn to create an environment that fosters and supports an active culture of thinking and learning in the classroom. You’ll plan explicit instruction that encourages students to “show” their thought processes so both you and they can measure their level of understanding. As students develop a greater awareness of their own metacognitive strategies and problem-solving skills, they become more independent and capable of directing their own learning through the use of specific thought mechanisms. With the techniques you learn in this course, you will be able to guide your students to be deep, independent thinkers who can approach any new topic using sound metacognitive exercises. This course is offered through Advancement Courses.
TSTX 535  Motivating Unmotivated Students (Research and Practice) 3 credits
Students come to class with varying levels of motivation. Some are ready and eager to learn, while others struggle to engage in content. Why do students’ levels of motivation differ so greatly? And is there anything you can do to motivate unmotivated students? For better or worse, motivation affects student learning, but luckily, you have the unique opportunity to positively impact all students regardless of their motivation level when they enter the classroom. In this course, you will explore the major theories of motivation, your role in encouraging and promoting student motivation, and strategies you can implement to develop students’ mindset toward learning. You’ll examine learning approaches, the concepts of growth mindset and grit, and the importance of encouraging academic risk. In addition, you’ll learn how to set up your classroom physically, socially, emotionally, and intellectually so the environment itself is motivating to your students. Using the techniques from this course, you will be able to motivate even the most reluctant student to come to class ready to learn. This course is offered through Advancement Courses.

TSTX 536  Operation Organization: Establishing Order in Your Classroom 3 credits
A well-organized classroom is an important instructional tool. When everything has a place and there is a clear system for maintaining order, students and teachers can focus on learning. In an organized classroom, desks are tidy, papers are filed, materials are accounted for, and the physical layout matches the needs of instructional activities. But with the many tasks and responsibilities teachers juggle on a daily basis, keeping the classroom organized often loses top priority. In this course, you will garner practical, proven methods for creating and maintaining an organized classroom throughout the school year. You will design a personalized organization plan that best supports students and instructional goals, including everything from eliminating clutter to creating a functional filing system for storing important resources and curriculum materials. In addition, you’ll learn how to motivate students to be active participants in your classroom’s organization and take ownership of your shared space. By the end of this course, you will be able to implement organizational strategies that reduce distractions and promote productivity, a sense of control, and efficiency for the benefit of both you and your students. This course is offered through Advancement Courses.

TSTX 537  Personalized Professional Development Practicum 3 credits
How many times have you sat through a professional development session that had little to do with your professional situation or learning needs? Research tells us that differentiated instruction leads to positive outcomes in the classroom, and teachers are no exception to this idea. That’s why it’s so important to know that what you’re learning is relevant, useful, and worthy of your time. Personalized professional development allows you to customize your professional development to ensure that the content is meaningful to you and fuels your passion for the art of teaching. In this course, you will have the opportunity to create your own personalized professional development experience. You’ll develop your own goals, learning objectives, learning methods, and timeline for pursuing the knowledge and skills you need most for where you are in your career. Using an ePortfolio to track your journey, you will curate and build highly practical artifacts that will help you in a way that is authentic to you and your teaching situation. In addition, you’ll develop methods for sharing what you learn with others. Reflect on these questions: • What do you feel passionately about when it comes to teaching? • In which area could you improve the most as a teacher? (This one can be hard to confront, but remember, you want to grow from this experience.) • What trends have you noticed in education (pedagogy, content, behavior management) that inspire you? What trends concern you? • Is there a unit that you would love to develop for your class? Perhaps a unit you have taught before that needs revamping or a completely new topic that supports the standards in your content area? • Have you led (or will you lead in the near future) an extracurricular experience that you could use as inspiration for your professional development? Could you use your experience (for example, a trip with students to Washington, D.C.) to create virtual learning experiences that you could share with colleagues? By the end of this course, you will learn how to leverage learning experiences that are meaningful to you and create tools that you can start using in your classroom today. This course is offered through Advancement Courses.

TSTX 538  Project-Based Learning in the Elementary Classroom 3 credits
If you want to create consistently engaging lessons that promote critical thinking, capture student attention, and provide real-world connections, project-based learning may be for you. In project-based learning, students work for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach engages students in solving real-world problems and often encourages them to reach across subject areas and see connections between disciplines. In this course, you will learn exactly how project-based learning works and review numerous examples of a variety of projects. You will then brainstorm project ideas, driving questions, and culminating products. Using backward design, you will create projects based on student interests and curricular requirements to ensure that students are mastering important topics in an authentic and engaging way. By the end of the course, you will be equipped to plan and implement project-based learning in your classroom in a way that inspires and motivates your elementary school students. This course is offered through Advancement Courses.
TSTX 539  Project-Based Learning in the Middle and High School Classroom 3 credits
If you want to create consistently engaging lessons that promote critical thinking, capture student attention, and provide real-world connections, project-based learning may be for you. In project-based learning, students work for an extended period of time to investigate and respond to a complex question, problem, or challenge. This approach engages students in solving real-world problems and often encourages them to reach across subject areas and see connections between disciplines. In this course, you will learn exactly how project-based learning works and review numerous examples of a variety of projects. You will then brainstorm project ideas, driving questions, and culminating products. Using backward design, you will create projects based on student interests and curricular requirements. Using this approach, you will be equipped to plan and implement project-based learning in your classroom in a way that inspires and motivates your middle and high school students. This course is offered through Advancement Courses.

TSTX 540  Rewiring Education: Teaching and Assessing Essential 21st Century Fluencies 3 credits
We hear about 21st-century skills all the time in education, in the news, and in governmental policies. But what does this term really mean? What skills are essential for young people to succeed in this digital age? In this course, you will learn the essential skills and techniques you need to effectively integrate 21st-century fluencies into your curriculum. You'll develop strategies for cultivating students' knowledge and skills in solution fluency, information fluency, creativity fluency, media fluency, and collaboration fluency. In addition, you'll learn practical methods for integrating technology into your teaching, and for assessing 21st-century fluencies. Using the techniques from this course, you will be able to define and teach your students the skills they need to succeed in the digital world and workforce. This course is offered through Advancement Courses.

TSTX 541  Study Smarter, Not Harder: A Practical Guide to Teaching Study Skills 3 credits
Effective study skills are essential to student success at every grade level. Students must know how to identify what to study, develop a study plan, and implement effective study tactics without having to rely constantly on their teachers. However, researchers have found that many of the study methods that are taught in schools are ineffective and do not advance learning or memory retention. In this course, you will build pedagogical approaches for teaching study skills that increase students' independence, retention, and confidence. You'll learn practical, scientifically based best practices grounded in cognitive science and educational research to help your students succeed. In addition, you will examine common study weaknesses and how to model and scaffold metacognitive techniques to help students build strategies that will work for them. Using the techniques from this course, you will be able to integrate explicit study instruction into your existing curriculum so you can build students' skills for academic success and lifelong learning. This course is offered through Advancement Courses.

TSTX 542  Teachers as Leaders 3 credits
Teachers lead their students every day in the classroom, but there are so many more opportunities for teachers to make an impact. Through leadership roles, teachers can help support retention in their schools, create a pathway to school-wide and district leadership, encourage professional development, participate in sustained school improvement efforts, and more. In this course, you will explore the various roles of teacher leaders in your school and district. You'll learn the value of distributed leadership in the school community and how you can establish yourself in leadership roles to support these structures. In addition, you'll gain concrete tools for running effective meetings, supporting colleagues in engaging in constructive dialogue, and implementing practices that build leadership and collaborative structures. Finally, you'll examine the impact of teacher leadership on school improvement through research and case studies. With the knowledge and techniques from this course, you will be able to sharpen your leadership skills so you can better serve your colleagues and improve your team, school, and district. This course is offered through Advancement Courses.

TSTX 543  Teaching for Rigor in K-12 Classrooms 3 credits
It seems everywhere you turn, there's an article or blog post emphasizing the importance of "rigor" in the classroom. But what exactly is rigor, and how do you incorporate it on a practical level in your classroom? In this course, you will examine how to effectively implement rigorous instruction in every stage of the lesson cycle and in the classroom as a whole. Through an interactive and hands-on approach, you will learn how to promote participation, independent thought, and critical thinking, and how to structure rigorous activities to best facilitate meaningful and purposeful engagement in the classroom. Examples include using gamification, project-based learning, small-group discussion, Socratic questioning, and writing exercises to challenge students to interact more deeply and authentically with content. In addition, you'll either gather or create a set of activities, scaffolding devices, and graphic organizers that you can start using in your classroom immediately to help your students grow and succeed. Using the strategies from this course, you will be able to prepare your students for life outside the classroom by pushing them to learn and grow in a way that's appropriately rigorous for their level of understanding. This course is offered through Advancement Courses.
TSTX 545  The 4 C's of Project Based Learning 3 credits
The idea of project-based learning (PBL) has been around for a while now, and as with any popular strategy, its impact can become diluted over time if not used correctly. Although students working on a long-term project may have some inherent benefits, there's always a risk that class projects can drift into directionless (albeit related) busywork that doesn't look beyond the classroom. To solve this problem, PBL has evolved to include a new Gold Standard that incorporates the “Four Cs” of the Partnership for 21st Century Learning: communication, collaboration, critical thinking, and creativity. These are the core skills students will need to succeed in modern-day careers, and you can effectively instill them in your students through Gold Standard PBL. In this course, you will take an in-depth look at PBL and discuss its evolution to Gold Standard PBL practices and how they compare to the projects you currently use in your classroom. You'll practice creating PBL questions and units that address the Four Cs, and review a number of ideas and examples of projects and rubrics you might be able to use in your classroom. In addition, you'll consider the challenges you might face when instituting PBL and create plans for addressing those challenges. We will compare and contrast PBL and adding projects to a classroom assignment. We will also explore the rationale for using PBL. We will address how the components of the “Four Cs” of 21st-century learning—communication, collaboration, critical thinking, and creativity—relate to PBL. After completing the course, the student you will be able to know how to implement a Four Cs-focused PBL unit into his or her classroom and provide reasoning for its use to set your students up for college and career success. This course is offered through Advancement Courses.

TSTX 546  The 4 Levels of Depth of Knowledge (DOK) 3 credits
Recent educational standards and best practices have put a great deal of emphasis on “rigor” and “college and career readiness.” Although important, these concepts can be difficult to define, much less apply to classroom activities. Webb’s Depth of Knowledge (DOK) tool can help all teachers, regardless of grade or subject, ensure that students are engaging new concepts at the appropriate level to help them build the knowledge and skills they need to grow. In this course, you will learn how to design lessons that are appropriately complex, rigorous, and engaging for students in the 21st-century classroom. You will review the historical foundations of Webb’s Depth of Knowledge, explore the four DOK levels, and use Webb’s DOK in conjunction with Bloom’s Taxonomy to design lessons. In addition, you will evaluate student objectives, activities, questions, and assessment tasks to ensure that they are appropriately aligned and challenge students at various levels of mental processing. Using the resources and techniques from this course, you will be able to develop lessons that vary in complexity and engage students in deeper levels of thinking. This course is offered through Advancement Courses.

TSTX 547  The What, Why, and How of Universal Design for Learning 3 credits
Are you looking for ways to engage all students? Do you notice how students learn in different ways, but aren’t quite sure how to address all of their needs? Universal Design for Learning (UDL) is a framework that can help you plan lessons that meet the needs of all of your students. Based on brain research, UDL will help you meet the needs of diverse learners by planning lessons that consider the wide variability among learners. In this course, you will examine the brain research behind UDL principles and how you can leverage that knowledge to create deeper engagement and comprehension. After gaining a clear understanding of these principles, you will be able to plan lessons that engage students in making sense of the information presented to them while expressing their knowledge in meaningful ways. You’ll learn how to incorporate student choice and technology into lessons while still fulfilling Common Core State Standards. With the knowledge and strategies you learn in this course, you will be able to use UDL to implement your standards, meet your learning objectives, and support all students in your classroom. This course is offered through Advancement Courses.

TSTX 548  Using Anchor Charts: Teaching Tools to Maximize Instruction and Differentiation 3 credits
Anchor charts are not new, but their purposes and benefits continue to grow. In the past, teachers bought laminated anchor charts to hang on the walls for students to reference occasionally. But now, you can use them as a teaching tools, allowing your students to create their own anchor charts to help them become more engaged and take ownership over their learning. In this course, you will explore best practices for creating anchor charts and their many benefits in academics and classroom management. You’ll review the different types of charts and how you can use them, including how to create charts that are interactive (i.e., that students can fill out and change throughout the year). In addition, you’ll learn how to design charts for a variety of purposes, such as personal goal setting, making abstract concepts more concrete, creating expectations for group behaviors or projects, and much more. Using the techniques from this course, you’ll be able to work with your students to create personalized, classroom-specific anchor charts to increase their engagement and deepen their learning. This course is offered through Advancement Courses.

TSTX 549  Using Data to Drive Continuous Improvement in Education 3 credits
Changes in culture and mind-set can be overwhelming to implement, and even more challenging to do so with a positive, hopeful attitude. However, by adopting a cycle of continuous improvement, you can foster large-scale change by focusing on daily cycles of renewal and by creating a shared mind-set among all stakeholders in an educational setting. Such change will result in a more positive, celebratory school culture that is always looking to do what is best for its students. In this course, you will learn how a continuous improvement mind-set leads to multifaceted success in the modern learning community. You will also examine the continuous improvement process and see how it connects to having a shared vision among students, families, and colleagues. You will determine how to collect and analyze quality data to inform the continuous improvement process, and explore best practices for addressing the needs you identify based on the data. With the knowledge you gain in this course, you will be able to develop a school improvement initiative that fosters collaboration, responsibility, innovation, best teaching practices, and success for all stakeholders. This course is offered through Advancement Courses.
TSTX 550  Students are not Customers 3 credits
Since the beginning of the Industrial Revolution, business models have trickled into education—and not always for the better. #The current business trend that's permeating the education world is to view students as customers, which leads to a damaging dynamic in which teachers feel pressured to appease students rather than challenge them. This trend in turn hinders teachers' ability to individualize and personalize the education experience to promote curiosity and a sense of ownership in students.#In this course, you will learn how to transform your classroom into a learning environment where you partner with students to help them reach their highest potential. #You will develop techniques to build rapport with your students and their parents and create a differentiated curriculum focused on relevance, creativity, and rigor. In addition, you'll learn how to integrate strategies such as Habits of Mind and the design thinking process to help students take ownership of their learning. Finally, you'll create a plan to arrange your physical classroom space to align with your students' learning preferences. #Using the techniques from this course, you will be able to shift away from a customer service mentality and instead build relationships with your students to design personalized and differentiated learning experiences. This course is offered through Advancement Courses.

TSTX 551  Building your School's Brand 3 credits
Stories capture our attention. Stories allow us to identify, feel, connect, and remember. Whether the stories come in the form of print, oral, film or social media, the experiences we have through stories impact our identities, beliefs, values, and relationships. This course is designed for administrators, school leaders, and teachers invested in the idea that a school is a community. You will explore how to brand your school and understand the role of all stakeholders in the process. You will examine your school's purpose, beliefs and core values as you reflect on the importance of vision and mission. You will gain an understanding in developing a road map that leads to your school's identity and actions that each stakeholder will and should emulate. The foundations of your school culture will be reflected in the strategies and techniques you design to promote and reflect your school brand. Utilizing strategic planning techniques learned in this course, you will be able to build and promote your brand that will result in a stronger school community and maximize your ultimate goal - student learning. This course is offered through Advancement Courses.

TSTX 552  Jumpstarting Online Assessments 1 credit
As the move to online learning becomes more prevalent, traditional elements of instruction must also find their way into the online space. Moving assessments online provides a wealth of opportunity to empower student learning, but it presents specific challenges as well. In this course, you'll examine how to effectively map out, design, and leverage a range of assessment types to maximize student learning over the course of a unit. Using educational technology tools, you can develop authentic formative and summative assessments, while tracking students' progress to inform future instruction. Additionally, you'll gain strategies for offering timely, meaningful feedback that fits the format and medium you're working in. Finally, you'll learn how to design online assessments that follow the best practices of accessibility to provide an equitable experience for all learners. By incorporating dynamic, engaging online assessment into your class, you will be able to help your students navigate the online learning space and achieve the same standards as a face-to-face classroom.

TSTX 553  Summer Learning Strategies: Combating the Summer Slide 1 credit
The "summer slide" is all too real. One study by the Northwest Evaluation Association showed that over the summer middle school students may lose as much as 36% of their learning gains in reading and 50% of their school-year gains in math! Although teachers have the best intentions to create great ways for their students to learn over the summer, they are often overwhelmed by the end of the school year and don't have time to put together resources to combat the summer slide. This course offers tools that teachers can quickly and easily implement so that their summer learning suggestions are ready to go long before the end of the year nears. During the course, you'll learn how to increase motivation through student choice and get parents involved so they can support student learning even in the midst of summer travel and vacation plans. You'll also see how you can set up e-mail templates so you can stay in touch with students and parents without having to compose e-mails over the summer. By the end of this course, you'll have a plan and the resources you need to help your students be active learners over the summer and guard against the summer slide.

TSTX 554  Teaching Early Learners Through Math and Literacy PBL 3 credits
Math and literacy are subjects that students will study throughout their school careers and use throughout their adult lives. So how can you lay a foundation that will not only help students understand the content, but also grow in their love and enthusiasm for the subjects? For many teachers, the answer is project-based learning. A project-based approach allows children to direct their learning through inquiry, problem-solving, and meaningful real-world applications, to prepare them to take on a lifetime of intellectual challenges. In this course, you will learn how to design lessons for project-based learning, how to differentiate instruction in this approach, and how to effectively assess and measure students' learning. As you plan instruction that encourages hands-on investigation, meaningful research, and engaging activities, you'll learn strategies for building students' autonomy and fostering a growth mindset to help them become independent learners. In addition, you'll learn how to identify students' individual needs and readiness levels so you can plan instruction and involve parents accordingly. With the tools and strategies from this course, you'll be able to build lesson plans that will foster a love of learning in your students during their formative years.
TSTX 555  A Well-Managed Classroom for 21st-Century Educators 3 credits
Every school year, one of the biggest challenges teachers face is managing their classroom effectively. After all, for students to achieve their potential, they need to be in a calm, organized, and healthy environment. However, students today bring to the classroom an array of personal struggles that affect their day-to-day learning and cooperation with their classmates and teachers. In this course, you’ll develop practical, research-based classroom management techniques tailored to your unique student population. These best practices will help to enhance your students’ emotional intelligence and academic achievement, boost their confidence, and equip them with skills that will help them succeed in your classroom and beyond. You’ll learn how to build rapport with your students and their parents to create an environment of mutual respect and positive interactions. Finally, together with your students, you will establish routines and expectations that will empower students to take ownership of their actions. With the tools and techniques from this course, you’ll be able to build a thriving, positive learning environment for your students—and for you. NOTE: If you have taken the Advancement Courses online courses Classroom Management Strategies for an Organized Classroom or Effective Classroom Management for the 21st Century, we advise you not to take this course, as its contents are similar. You may, instead, take one of our other courses in classroom management strategies.

TSTX 556  Classroom Management for Online Learning 1 credit
The online classroom presents a unique and at times challenging environment for keeping students engaged and on task. How can you keep your students focused when you have no control over their surroundings? How can you help your students interact when they’re not in the same room? In this course, you’ll get the tools you need to create a classroom management strategy specifically for online learning. You’ll learn how to create an engaging classroom environment, build community, establish rules and procedures, and create student-centered structures in the online classroom. You’ll also plan for different types of interactions (student to teacher, student to content, and student to student), ways to prevent off-task behaviors, and strategies for managing off-task behaviors when they do occur. By the end of this course, you’ll be able to confidently build and manage an online classroom to maximize learning for all students.

TSTX 557  Engaging Students in Online Learning 2 credits
Engaging students in the online classroom is tough. What’s the best way to communicate with students? How do you reach reluctant learners through a screen? How do you plan and make learning fun when everyone’s in a different room? In this course, you’ll explore several strategies for promoting student engagement online. You’ll learn how to use both synchronous and asynchronous learning techniques to build relationships with students and create a strong classroom culture. You’ll also investigate what scaffolding looks like in an online setting, including how to use pre-assessments to gauge readiness levels and direct future instruction. Finally, you’ll learn how to create and use videos in your class, as well as how to conduct online activities such as discussion boards, reflection logs, project-based learning, e-portfolios, and more. Using the tools from this course, you’ll be able to plan fun and interesting online instruction that meets a variety of learning needs.

TSTX 558  Fostering Cultural Awareness and Inclusivity in the Classroom 1 credit
If culture is the air we breathe, what happens when you and your students bring 20+ different kinds of oxygen into the room? Truly understanding and embracing another culture is challenging in itself—but how do you apply that understanding to your teaching and help your students be more inclusive as well? In this course, you’ll gain concrete strategies for becoming a more culturally responsive teacher and creating an environment of inclusivity where everyone feels valued and welcome. You’ll start by understanding your own culture so you can better recognize others’ perspectives and address bias in its many forms (implicit, explicit, unconscious, and conscious). In addition, you’ll learn how to promote self-reflection and social-emotional awareness in yourself and your students, and how to help your students become more compassionate, sensitive classmates and human beings. After participating in this course, you’ll be able to approach instruction with an awareness of your own biases and will be more adept at fostering inclusion and better meeting the needs of your learners.

TSTX 559  Leadership and School Law 3 credits
This course provides an overview of legal concepts and issues relevant to today's school leaders. An examination of the sources of school law, legal issues applicable to school processes, and examples of timely school law challenges will help school leaders understand and address the complexity of legal issues within today's schools.

TSTX 560  Student Accountability in Online Learning 1 credit
With the abrupt shift to online learning in 2020, many teachers were left without their usual strategies for helping students stay motivated and take responsibility for their learning. To effectively hold students accountable, whether online or in person, we must first make them active participants in the learning process. This course shows you how. In this course, you’ll learn to harness the power of authentic learning experiences to help students see how their learning is meaningful and connected to the real world. You’ll learn the importance of developing students’ executive functioning skills to foster independent learning and investigate ways to create classroom spaces and curricula that are inviting and engaging. In addition, you’ll explore ways to get families involved and build support systems that empower students to learn. Finally, you’ll assess your school and classroom practices to ensure they are equitable for all learners, and that they motivate students to achieve their highest potential. Using the techniques from this course, you’ll be able to put students in the driver’s seat by teaching them to manage, measure, and be excited about their own learning.
Delegating. On the surface, it seems like a surefire way to make your life easier. But for school leaders, delegating presents a host of questions and challenges. What tasks can you delegate? Who can you trust with important items that must be done on time and with great accuracy? How much oversight should you provide without becoming a micromanager? In this course, you’ll examine the concept of delegation through the lens of a school leader. You’ll learn why delegating is essential to staying healthy, preventing burnout, and growing in your career. After exploring the difference between delegation and allocation, you’ll consider how to decide when it’s appropriate to delegate, what kinds of tasks you can delegate, and who you should delegate to. In addition, you’ll review the rewards and challenges of delegating, as well as how to oversee tasks you’ve given to others. By the end of the course, you’ll be able to delegate in a way that both empowers your staff and propels you toward becoming a more successful leader.
Technology (TECX)

TECX 500  ePortfolio Tools for the Classroom 3 credits
Learning portfolios have been a best practice in the classroom long before the digital age. However, with advancements in content hosting and curation, portfolios have gotten a 21st-century upgrade in the form of e-portfolios. But how do you manage a large Web-based project like this? What structures do you put in place to keep students on task and engaged, and what programs do you use that will ensure appropriate accessibility and privacy? In this course, you will construct an e-portfolio strategy for your classroom and incorporate best practices to enhance the learning experience for your students. You'll survey research supporting the positive impact of this type of project, and select the e-portfolio tools that will work best for your students’ diverse needs and your specific educational context. In addition, you'll learn how to structure your assessment plans to better integrate a portfolio project so you can more easily compile students’ learning artifacts. This course is offered through Advancement Courses. By the end of the course, you will have a comprehensive plan to implement an e-portfolio project that will help students reflect on their previous learning, demonstrate alignment with course standards, and showcase their proficiency to the outside world. This course is offered through Advancement Courses.

TECX 501  Essential Classroom Technology for Teachers 3 credits
The importance of technology in our society cannot be overstated. However, teaching with technology can be overwhelming, if not frustrating. How do you sort through all the options available, make sure you know how to use what you select, and keep students on task while using technology? This course arms you with concrete strategies for how to choose, use, and monitor technology in the classroom. You will learn to use technology as a teaching and planning tool, design meaningful learning experiences, incorporate technical terminology in your speech, and accommodate underserved populations such as special education and English language learners. You will also learn how to plan instruction that meets the standards for technological literacy set forth by the International Society for Technology in Education (ISTE) and the Common Core State Standards (CCSS). After finishing this course, you’ll be able to immediately implement technology-based activities in your classroom, allowing your students the opportunity to connect to content in new and engaging ways and giving them skills they will use far beyond your classroom. This course is offered through Advancement Courses.

TECX 502  Fostering Computer Literacy 3 credits
It goes without saying that computer literacy is essential in today’s world. Every career, every mode of communication, every aspect of life is touched by computers and technological devices, and our students must be prepared to enter that world. However, teaching with technology can be overwhelming, if not frustrating. How do you sort through all the options available, make sure you know how to use what you select, and keep students on task while using technology? This course arms you with concrete strategies for how to choose, use, and monitor technology in the classroom. You will learn to use technology as a teaching and planning tool, design meaningful learning experiences, incorporate technical terminology in your speech, and accommodate underserved populations such as special education and English language learners. You will also learn how to plan instruction that meets the standards for technological literacy set forth by the International Society for Technology in Education (ISTE) and the Common Core State Standards (CCSS). After finishing this course, you’ll be able to immediately implement technology-based activities in your classroom, allowing your students the opportunity to connect to content in new and engaging ways and giving them skills they will use far beyond your classroom. This course is offered through Advancement Courses.

TECX 503  Social Media Tools for Teaching and Learning 3 credits
Although some teachers may view social media as nothing but a distraction, it can actually be an effective instructional tool when used correctly. Social media can help students become media literate and teach collaboration, communication, and critical-thinking skills they will need for future success in this technological age. In this course, you will receive an in-depth guide to successfully planning and implementing authentic, integrated social media tools regardless of what grade you teach. You’ll cultivate strategies for how to integrate a variety of social media applications into core curriculum content areas, prepare students to participate safely through digital citizenship practices, and support the needs of diverse learners through social media platforms. In addition, you will examine how you might use social media for formative and summative assessment, and how to create rubrics for these assessments. Using the methods from this course, you will be able to increase student engagement and improve overall achievement through the use of various social media tools. This course is offered through Advancement Courses.

TECX 504  Teaching Computer Science in 6-12 3 credits
Our society’s increased dependence on technology is generating a need for highly qualified individuals who have the skills to support and create that technology. Therefore, it is essential to equip middle and high school students with the fundamentals of computer science so they have a foundation upon which to navigate the world and their future careers. In this course, you’ll learn how to prepare students to meet the needs of our modern economy through an overview of what computer science is, a discussion of how it affects our society, and tools for bringing computer science skills into a variety of learning environments. You’ll review several resources and choose which ones will work best in your classroom setting given your level of access to technology. In addition, you’ll examine the long-term benefits of teaching students computer science skills and how to be good digital citizens. With the techniques from this course, you’ll be able impart skills that students will use for a lifetime and also give them a head start in a highly valuable vocational field. This course is offered through Advancement Courses.

TECX 505  Teaching Computer Science in K-5 3 credits
Our society’s increased dependence on technology is generating a need for highly qualified individuals who have the skills to support and create that technology. Thus, it is never too early to introduce the fundamentals of computer science to elementary school students—and this course will help you do just that. In this course, you’ll learn strategies for preparing children to meet the needs of our modern economy, starting with the basics of computational thinking in K–3 and moving into beginning programming in grades 4–5. You’ll review a variety of resources and choose which ones will work best in your classroom setting given your access to technology. In addition, you’ll learn the long-term benefits of teaching students computer science skills and how to be good digital citizens. With the techniques from this course, you’ll be able impart skills that students will use for a lifetime and also give them a head start in a highly valuable vocational field. This course is offered through Advancement Courses.
TECX 506  The Role of Technology in the Inclusive Classroom 3 credits
Both individualized education programs (IEPs) and new technologies can sometimes feel like overwhelming additions to your already-packed curriculum. However, in reality, technology tools can be a great solution for you when planning differentiated instruction for the diverse needs of your students, and can also be a valuable way for your students to become more independent learners. In this course, you will discover how to use technology to engage your students and help meet their special needs, thereby improving behavior and attention span and increasing the likelihood of academic success. Using Universal Design for Learning principles, you’ll learn how to plan instruction that will motivate a wide variety of learners, and how to stay organized and efficient while managing a scaffolded, individualized curriculum. In addition, you’ll explore digital tools (including assistive technology) that you can use to present core content so all students can access the curriculum according to their specific needs. With the strategies from this course, you’ll be able to use technology to foster a sense of independence and empowerment among all your students to encourage them to grow and succeed. This course is offered through Advancement Courses.

TECX 507  Using Tablets to Support 21st Century Instruction 3 credits
Some teachers cringe at the thought of having tablets in their classroom. Why introduce yet another thing you have to compete with for students’ attention? However, tablets actually have numerous practical and educational benefits; you just have to know how to manage them effectively in your class. In this course, you will explore how tablets can extend and enhance student learning, improve 21st-century skills, and engage reluctant learners. Moreover, you will learn how tablets can assist in nearly every component of effective teaching and learning, including lesson planning, classroom management, and meeting the needs of diverse learners. You’ll cultivate strategies to help students become independent technology users who can create, explore, discover, problem solve, and innovate while fostering the 21st-century skills they need to thrive in college and careers. Using the techniques from this course, you’ll be able to successfully and appropriately integrate tablet technology into your classroom to increase student achievement and engagement. This course is offered through Advancement Courses.

TECX 508  Using Technology to Support Students With Special Needs 3 credits
Today's teachers are tasked with meeting the needs of students who have a diverse range of abilities and learning styles, and differing levels of prior knowledge in specific content areas. Students who have learning differences face even more challenges than their peers in accessing the general education curriculum. Fortunately, teachers have the opportunity to use technology to inspire and ignite their students’ interest in learning before these challenges become true roadblocks to academic success. In this course, you will learn all about the wide variety of technology resources available to teach subjects such as reading, writing, math, science, and social studies. You’ll develop strategies for incorporating assistive technologies to help all students access curriculum, and further, how to use technology to differentiate instruction and motivate students with disabilities. In addition, you will explore methods for choosing the right technology tools for your classroom and finding funding to help ensure your students with special needs get the resources they require. Using the techniques from this course, you will be equipped to select and implement technology into your curriculum for a wide variety of subjects to meet the needs of all students in your classroom. This course is offered through Advancement Courses.

TECX 509  Computerless Coding: Play-Based Strategies and Tools 3 credits
Coding has quickly become one of the most important 21st-century skills. Coding is behind every app, every web page, and every social media post, and it will only become more integral to our students’ lives and careers as technology advances. But how can you teach this essential skill to students without depending on constant access to a classroom’s worth of computers? In this course, you will learn basic coding skills and how to teach these skills to students through play-based classroom activities—no computer and no previous coding knowledge required! You’ll develop lesson plans and classroom activities to help students develop the logical thinking and problem-solving skills they need for coding. Algorithms, patterns, flowcharts, conditionals, and variables will all transform from scary words into fun classroom games. You’ll also learn how to create a classroom environment where the word coding is associated with fun and where you are nurturing the next generation of coding masters. With the knowledge and skills from this course, you will be equipped to teach coding foundations to your students in a way that supports their future success as coders and critical thinkers. This course is offered through Advancement Courses.

TECX 510  Equity in the Digital Classroom 1 credit
Online learning presents many challenges, not the least of which is providing an equitable experience for all learners. Some student populations are more at risk of falling behind than others, and teachers are often at a loss for how to keep these students engaged and on track in a digital space. In this course, you’ll take a deep dive into the “digital divide” that can develop when education moves online. Not every student experiences online learning in the same way or with the same supports in place, so we’ll examine the challenges for different student populations, including low-income and homeless students, struggling learners, English language learners, and students who experience mental health challenges such as depression, anxiety, or ADHD. Most importantly, you’ll learn how to address these issues of inequity, including targeted strategies to help you bridge the digital divide and create an even playing field for all students. By the end of this course, you’ll have a roadmap for how to avoid the pitfalls of online learning and plan an equitable learning experience for all your students.

TECX 511  Fostering Student Interaction in Online Learning 1 credit
For many people, online learning brings to mind the image of a student sitting isolated with nothing but a computer for company. But as a teacher, you know that rich learning experiences require interaction, and the best lessons often involve more than just teacher-student interaction. When students engage and collaborate with their peers, they will enjoy the class more and ultimately benefit more from online learning. In this course, you’ll examine how to effectively map out, design, and leverage a range of techniques to get your students interacting online. You’ll explore the different types of barriers to engagement (social, motivational and cultural) and develop a plan to overcome these barriers using online learning tools. Finally, you’ll learn how to design lessons that incorporate dynamic online discussions and activities that will keep your students engaged all year long.
**TECX 512  Tech Tools for Teaching and Learning 3 credits**

Educational technology used to be an option; now, it’s a fundamental reality for most classrooms across the country. However, many teachers feel unprepared for this unprecedented shift in education. How do you design an effective tech-based learning experience? How can you find tools that (a) you can actually figure out how to use and (b) truly make your life easier and your students’ learning better? This course gives you the digital tools you need to improve your professional practice and ensure your students actively participate and engage in all aspects of learning. Whether you’re teaching in an online or face-to-face setting, you’ll learn how to design or find tools that help you (a) personalize and differentiate learning and (b) create rigorous instruction and assessments in an online setting. In addition, you’ll establish digital routines and communication practices that will help you create a supportive, collaborative online culture for your students and their families, as well as for yourself and your colleagues. Using the tools from this course, you will be able to prepare powerful, purposeful learning experiences for students in the physical classroom, online classroom, or both!

**TECX 513  Developing 21st-Century Skills in a Digital World (K-5) 1 credit**

Digital literacy is just one dimension of the kinds of skills students need to succeed in the 21st century. Critical thinking, collaboration, creativity, communication—these are all important skills for students to develop. But how does the prevalence of technology impact students’ ability to learn these skills? Is technology merely competition for students’ attention, or can teachers use it for pedagogy? And how can teachers keep up with the ever-changing technology landscape? In this course for middle and high school teachers, you will learn how to use technology to develop and refine 21st-century skills in older students, who may or may not already be quite tech savvy themselves. You’ll take a close look at 21st-century learning and literacy skills, their relevance to students’ development, and their connection to the use of technology. In addition, you’ll explore resources and strategies for how to make your lessons fun, hands-on, and relevant and how to grab students’ attention through the use of some of their favorite technology. With the knowledge and techniques from this course, you will be equipped to support your students in developing the 21st-century skills they need to succeed in our tech-focused world and workforce. Note: If you have taken the Advancement Courses online course Developing 21st-Century Skills in a Digital World (6-12), we advise you not to take this course because its contents are similar. You may, instead, take one of our other courses in technology.

**The Arts (ARTX) 3 credits**

**ARTX 500  Arts Education for Early Learning and Emergent Literacy 3 credits**

Although funding and consideration for art classes has waned in recent years, you can still incorporate artistic strategies into the topics you teach. When used correctly, arts-based educational strategies can enhance and deepen learning and help students see the art in everything around them. In this course, you will cultivate arts-based educational strategies that foster creative thinking skills and nurture the growth of children’s literacy skills and cognitive development. You will learn what the arts are; why they are important; how they contribute to students’ social—emotional, cognitive, creative, and psychomotor learning; and how they can be a part of everyday literacy instruction. Regardless of what subject you teach, incorporating sounds, images, movements, and stories can help students engage in the topic and retain information in a more meaningful way. With the easy-to-use pedagogical models from this course, you will be able to intentionally plan arts activities and lessons to deliver classroom content in an effective, powerful way. This course is offered through Advancement Courses.
ARTX 501  Be Versatile with Verse: Poetry in the Classroom 3 credits
Even though we may not realize it, our lives are infused with poetry. Adults sing rhythmic lullabies to babies; children learn nursery rhymes and key concepts like the months of the year by chanting (“Thirty days have September, April, June, and November!”); and teenagers rock to the beat of their favorite songs’ rhythm and lyrics. Poetry has the power to inspire, transform, enlighten, and stir our emotions. From simple limericks to complex elegies, poetry can enrich English Language Arts instruction by exposing students to its unique literary features and demystifying the practice of interpreting abstract or symbolic verse. In this course, you will develop robust strategies for incorporating poetry into your teaching practice. You will learn how to help students understand the conventions of poetry, interpret different styles of poetry, creatively express their responses to poems, and write original poetry. In addition, you’ll learn to create a classroom environment where all students are comfortable sharing their own poetry and their personal responses others’ works. Using the tools from this course, you will be able to fortify your English Language Arts curriculum and help students discover a lifelong appreciation for this unique literary form. This course is offered through Advancement Courses.

ARTX 502  Crafting Student Assessment in the Arts 3 credits
Applying traditional assessment to arts instruction poses many challenges because what matters in the arts classroom (instilling a love of art, creativity, experimentation, etc.) can’t always be measured. The nature and diversity of art-based disciplines in schools means that assessments like multiple-choice tests and essays often can’t adequately assess student learning. So how can you determine if students are meeting your learning objectives in a way that also supports student growth? In this course, you will evaluate the importance of authentic formative and summative assessment strategies for your arts classroom. You’ll examine assessment in the context of the National Core Arts Standards and explore several different techniques for evaluating students’ performance according to your learning objectives. In addition, you’ll learn how to use effective formative assessment and feedback to drive instruction and facilitate student progress. Using the strategies from this course, you’ll be able ensure that your students take away from your curriculum what you intended and develop a long-lasting and meaningful appreciation of the arts. This course is offered through Advancement Courses.

ARTX 503  Fostering Artistic Literacy Using the National Core Arts Standards 3 credits
Although arts-based curricula are first to be eliminated when school districts face budget cuts, according to the National Coalition for Core Arts Standards, researchers “consistently identify the arts as core subjects—i.e., subjects that all students need to study,” thus, every school has a “responsibility to ensure that all of its students master a core curriculum that includes the arts.” Moreover, electives have been shown to keep students interested in school, as they break the monotony of the school day, help students develop key twenty-first century skills, and prepare them for college and careers. As traditional core subjects (e.g., math, ELA) have undergone shifts in standards so American students become more competitive in a global market, so have arts standards. In this course, you will identify what is important for students to know and be able to do in the artistic disciplines of music, theatre, visual arts, dance, and media arts. You will also unpack the Core Arts Standards Conceptual Framework, which includes the philosophical foundations of the new art standards, lifelong goals, enduring understandings, essential questions, and model cornerstone assessments you can integrate into your arts curriculum. By the end of the course, you will be able to design high-quality art instruction and assessments that emphasize the collaborative nature of artistic production and support students in honing their artistic literacy, critical thinking, creativity, and communication skills. This course is offered through Advancement Courses.

ARTX 504  Integrating Music Across the Content Areas 3 credits
Make your curriculum sing by integrating music into your classroom. Many teachers and parents mourn the fact that the arts are disappearing from schools’ curricula, but the reality is that music still has a place in every classroom—including yours! Music stimulates your students’ capacity for attention, memory, and motivation (among other things), and with the right tools, you can harness these benefits to promote your students’ learning. In this course, you will discover the many ways that you can incorporate music into your curriculum, regardless of what subject you teach. You will explore a myriad of ideas, lesson plans, and resources that will enhance your teaching through the use of music. In addition, you’ll cultivate techniques for connecting music to language arts, history, and STEM subjects, and see how music can encourage your students’ cultural awareness and social—emotional learning. By the end of this course, you will have a toolkit of strategies that will light up your students’ brains, spark their interest, and create an environment of empathy, passion, and connectedness in your classroom. This course is offered through Advancement Courses.

ARTX 505  Managing the Art Classroom 3 credits
What art teacher doesn’t crave a controlled learning environment where students are respectful of each other, task oriented, and willing to take risks and make mistakes? However, creating an environment like this can be challenging. In a high-energy art classroom where students are busy creating, many art teachers struggle with striking a balance between chaos and a sense of flow. In this course, you will build strategies for effectively managing your art classroom, regardless of the size of your class or the energy level of your students. You will learn how to motivate, inspire, and create with your students, while also teaching them respect for materials, the space, and their classmates. This course gives you the time and tools you need to establish procedures, routines, and rules for optimal engagement; maximize learning time; and cultivate positive relationships with your students. With the techniques you gain in this course, you will be able to design your art classroom to be a safe space that fosters self-expression, creativity, and whimsy. This course is offered through Advancement Courses.
ARTX 506 Teaching Classical Music: History and Appreciation 3 credits
Classical music is a genre often unfamiliar to children, but one that has the potential to teach positive academic and emotional skills to students. In this course, the teacher will learn about the evolution of classical music, from the Baroque Period of the 17th century to the Impressionistic Period of the 19th century. The teacher will learn how to teach about the key composers, instruments, compositional styles, and historical context of each period. After taking this course, the teacher will be equipped with historical information that traces the development of classical music to enhance his or her students' knowledge of and appreciation for this important genre of music. This course also provides the teacher with audio recordings of important works of classical music that can be an important resource in the classroom. This course is offered through Advancement Courses.

ARTX 507 Teaching Jazz: History and Appreciation 3 credits
Many believe that jazz is the most important original American contribution to the world of creative arts. It is deeply intertwined with American history and the artistic, social, and political movements led by African-Americans in the 20th century. Jazz changed the way the world looked at music, introducing musical techniques never heard before. In this course, you will review the development of jazz music and its various styles, its historical context, and the leading figures who popularized jazz and made it a worldwide musical treasure. You'll develop strategies for instilling in your students a musical appreciation for jazz by teaching the elements of jazz (improvisation, rhythm, etc.) and by listening to original performances by musicians such as Louis Armstrong, Miles Davis, Ella Fitzgerald, and Duke Ellington. In addition, you'll explore resources for showing your students how social and cultural issues contributed to the development of jazz and how it intersected with key events in our country's history. Using the knowledge and techniques from this course, you will be able to teach your students not only about the history and finer points of jazz, but also how it helped shape and contribute to American culture and the musical world. This course is offered through Advancement Courses.

ARTX 508 The A in STEAM Stands for Art 3 credits
The U.S. Department of Education reports that the number of STEM and STEAM jobs in the United States will increase by 14% from 2010 to 2020. In the last several years, STEM schools have cropped up across the country, but their curricula often lack meaningful instruction in creative arts. Art, creativity, and design are poised to transform the 21st-century economy just as science and technology did in the last century, so it is essential to equip our students with these important skills. The inclusion of the arts in STEM makes education more engaging for students, as they are able to learn in an open-ended way and apply their knowledge to the real world. In this course, you will develop strategies for integrating arts into STEM lessons; designing, implementing, and managing STEAM projects; incorporating the four Cs (collaboration, creativity, critical thinking, and communication) into instruction; and assessing students in a way that supports the development of key 21st-century skills that students need in today's classrooms and tomorrow's careers. Using the methods from this course, you will be prepared to weave the arts into your entire curriculum to inspire your students' creativity and digital literacy. This course is offered through Advancement Courses.

ARTX 509 The Learning Science of Music 3 credits
“Music makes you smarter.” Any music teacher is happy to share this truism with students, but learning science actually lends proof to the statement. Research shows strong links between music and essential brain processes and skills such as language acquisition and social—emotional learning. Music can benefit learners in any subject area—if teachers know how to integrate it appropriately. In this course, you will explore the most current research on the science behind learning music and its impact on the brain. Whether you teach music or another subject area, you will learn how formal music training enhances the learning process and how it can have positive effects on students' psychological and emotional health. You'll also see how you can use music to reach at-risk students, as music can have healing and therapeutic effects for children of all ages. Using the tools and strategies from this course, you will be equipped to incorporate music into any academic discipline for the benefit of all students, and also be able to advocate for more formal music training in your school as a whole. This course is offered through Advancement Courses.

ARTX 510 Flipping the Special Area Classroom 3 credits
The flipped classroom model has been around since the early 2000s, but most resources available focus on the general education classroom or core subject areas. However, the flipped model can provide for rich experiences in special area classrooms, as students can learn about the basics at home, leaving you free to create fun, hands-on lessons in the classroom. In this course for art, music, PE, health, and other special area teachers, you'll learn best practices for flipping your classroom in a way that's tailored to your subject area. You'll explore different media you can use to engage your students and create lesson plans that will challenge them to think at a higher level. In addition, you'll discover how to make your lessons differentiated and inclusive, to ensure equitable outcomes for students regardless of learning style or access to technology at home. Using the tools and strategies from this course, you'll be able to find highly engaging resources and design interactive lessons that will make your special area classroom fun, memorable, and educational for your students.

Theatre (THR)

THR 101 Introduction to The Theatre 2 credits
This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.

THR 111 Theatre in Practice 0-2 credits
Concordia's theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews.

THR 112 Theatre in Practice II 0-2 credits
Credit is given for major involvement in theatre productions, workshops, and other approved situations. Major involvement is defined as activities such as stage managing, assistant directing, designing, and directing projects. (Prerequisite: consent of instructor)

THR 131 Improvisation 2 credits
This course will provide basic instruction in performance improvisational techniques for the theatre.
THR 160 Introduction to Dance 2 credits
This course examines the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. A special emphasis is placed on Cultural Folk Dances from around the world, their origin, purpose, history, function, costume, music, and dance steps. The basics of modern, ballet, tap, and jazz dance movement are incorporated into warm ups to provide a wide overview of dance technique. Through readings, research, and film viewing, students are introduced to basic dance forms and history. Students are introduced to each dance style with a focus on body awareness and alignment. Warm ups and across the floor movement are incorporated to develop strength, flexibility, musicality, and coordination.

THR 201 Dance for Musical Theatre 3 credits
Through the study and practice of the various styles of dance used on the musical theatre stage, such as ballet, modern, jazz, and tap, this course will focus on dance technique, character development through movement, and performance skills. Execution and exploration of choreographed pieces from musical theatre repertoire will be taught and performed in a final Student Showcase. Students will be introduced to a wide dance vocabulary as well as to the major contributors/choreographers of Musical Theatre. Prerequisite: May be repeated once as an elective which may count as a general elective or be credited to a theatre major.

THR 221 Acting I 4 credits
Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.

THR 241 Script Analysis 4 credits
Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper, will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

THR 251 Stagecraft 4 credits
The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the material presented.

THR 253 Makeup for the Stage 2 credits
Fundamentals of two and three-dimensional stage make-up through character analysis, design and application. Extensive practical experience through laboratory and possible crew work on departmental productions. Each student will be required to purchase his or her own makeup materials.

THR 262 Modern Dance Technique 3 credits
Students will be introduced to the basic movements, concepts, and technique of modern dance with a focus on breath, strength, alignment, and flexibility. Students will learn about the pioneers of modern dance (Loie Fuller, Isadora Duncan, Ruth St. Denis, Doris Humphrey, Martha Graham) as well as the current contributors to the dance form, regarding their stylistic contributions and differences. Reading assignments and quizzes will be given in addition to the technique class. Students will learn and perform a modern dance piece during the semester and perform in a final student showcase.

THR 263 Jazz Dance Technique 3 credits
This course will introduce and practice the basic movement, dance terminology, and style of jazz dance technique, focusing on stretch, strength, body awareness, rhythmic ability, and coordination. An appreciation and study of the origins and evolution of jazz dance, along with its major contributors, will be emphasized. The technique class will focus on jazz dance vocabulary and steps, isolations, center combinations, and across the floor patterns. Students will learn a choreographed jazz dance and perform in a final student showcase.

THR 264 Hip Hop Technique 3 credits
This course is focused on the original Hip Hop dance form known as "Breaking." Students will learn about the origins and history of Breaking and will be introduced to various levels of the dance such as: Toprock, Go-Downs, Footwork, Powermoves, and Freezes. Technique class will toggle between practicing moves with repetition to letting go and freestyling to the music. Performance skills will be experienced through choreography, battles and cyphers. Studying, discussing and reflecting on videos and individual/peer performance will be essential to understanding the values of the dance such as: resourcefulness, playfulness, resilience, creativity and confidence. The semester will end with a final performance that will include choreography and freestyle. No dance background is needed.

THR 291 Topics in Theatre 1-4 credits
This course offers in-depth analysis of a selected topic in theatre such as film, children's theatre, drama in worship, stage management, or theatre management in a seminar setting. The needs of students and interest of theatre faculty determine content.

THR 301 New York Theatre Tour 2 credits
Faculty will lead a one-week exploration of contemporary theatre in New York City. Participants will attend several productions and will participate in discussions following each performance. Tour is scheduled during the second week of January even numbered years. Additional fee for housing and transportation. A reaction paper is required at the conclusion of the tour.

THR 302 London Theatre Tour 2 credits
An immersion into London's vibrant theatre scene, this course explores numerous aspects of the English stage, including both the classical and modern theatre traditions. Participants will attend several productions and visit historic literary sites. Students may also participate in workshops offered by various theatre organizations. In preparation for this work, participants may be asked to prepare a Shakespeare monologue. The tour will include a day trip to Stratford Upon Avon and the Royal Shakespeare Company. Assessment will be based on two play reviews as well as a final paper on a selected topic. Additional Fees Required.

THR 321 Acting II 4 credits
Further principles in developing a character are learned through more monologue and scene work. Advanced techniques of breathing, rhythm, focus and facial mask are taught to help the student explore the field of potential and lead the actor out of the known and into the unknown. (Offered every other year. Prerequisite: THR 221 or consent of instructor)

THR 326 Voice, Diction & Dialects 2 credits
Students learn production and placement of sound through various exercises, leading to character development. Students also are introduced to techniques for learning a foreign dialect.
THR 355  Scenic Design 4 credits
This course is an introduction to the theory and techniques of scenery design. Three subject areas are combined to formulate the scope of the course: literature analysis, aesthetic design techniques and materials, pragmatic design production, and organization. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR 251 or consent of instructor)

THR 356  Costume Design 4 credits
This course will be an introduction to the art and practice of costume design. Emphasis will be on analysis of the costume design process and organization from script to design concept to the workable costume for the actor. Attendance at area theatre productions is required. Laboratory hours required. (Prerequisite: THR 251 or consent of instructor)

THR 357  Lighting and Sound 4 credits
This course is an introduction to the theory and the techniques of lighting and sound design for the stage. Three subject areas in both aspects of theatre will be discussed in this course: basic understanding and connection of the equipment, basic design, and a basic understanding of the aesthetics of sound and lighting design. Laboratory hours required. (Prerequisite: THR 251 or consent of instructor)

THR 364  Tap Technique 3 credits
This course is an introduction to the fundamental vocabulary and technique of tap dance, its history as an art form and its major contributors to the style. Students learn a basic technical foundation, with an emphasis on the building block steps (brush, spank, shuffle, flap, cramp roll, Buffalo, Maxie Ford, Shim Sham, Time Steps) while concentrating on proper articulation and execution of movement. Film viewing, projects, and quizzes on vocabulary are given in addition to the technique class. A choreographed piece is taught which students perform in the final Student Showcase.

THR 365  Dance History 3 credits
A survey of dance history from its origins in ancient civilizations up to present day, this course examines the function of dance in a social, political, religious, and cultural context. Through test reading, research projects, and film viewing, students will analyze the development of dance, its significance, and role in history. Students learn dance steps and dances from primitive societies, ancient Egypt, Medieval and Renaissance times, as well as dances of the 19th and 20th centuries, and perform a choreographed piece in the final Student Showcase.

THR 366  Choreography 3 credits
This course will explore the process of dance making by studying the principles of composition, thematic development and organization of movement material. Students will learn how to use the basic elements of dance (Time, Space, Energy) for the development of dance phrases and combinations. Choreographic devices and structures, as well as various means for inspiration, are explored through movement studies. Students use these creative skills to develop small group dances which are performed in the final Student Showcase.

THR 367  Ballet Technique 3 credits
This course will introduce the basic technique, style and movement vocabulary of classical ballet. Students learn the basic positions of the feet and arms, fundamental ballet steps, and French terminology through barre exercises, center floor work, combinations, and across the floor patterns. This class emphasizes ballet vocabulary and style, proper placement, body alignment, strength, flexibility and musicality. Quizzes are given on ballet terms and vocabulary. Students learn a choreographed ballet piece and perform in the final Student Showcase.

THR 445  Theatre History, Theory, and Literature I 4 credits
A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

THR 446  Theatre History, Theory, and Literature II 4 credits
A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of performance in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

THR 478  Directing 4 credits
Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR 241)

THR 488  Independent Study in Theatre 1-4 credits
Independent study offers students an opportunity to investigate and study an area of theatre of their own choosing.

THR 498  Theatre Internship 4-16 credits
Students participate in a first-hand theatre experience at a local professional or semi-professional theatre. The student, through observation and/or direct involvement, learns practical application of drama theories and theatrical principles. The student and internship advisor select an appropriate internship site that meets the needs and interests of the student. (Prerequisite: Consent of advisor and department chair)
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